THE TIMES
Higher Education
SUPPLEMENT

Labour plans animal test curb

by Robin McKie,
Science Correspondent

Sweeping proposals for reducing the use of animals in experiments are to be considered by the Labour Party's national executive council this month.

A discussion document, passed by the party's home policy committee this week, will be considered by the NEC. This highlights a number of proposals which are now believed to have a good chance of becoming part of Labour's election manifesto.

These include:

- Limiting animal experiments to proven medical research;
- Updating the Cruelty to Animals Act 1876 to cover such areas as the breeding of animals for vaccine production; and
- Promotion of alternative methods including the use of tissue cultures and computer models.

The paper calls particularly for new research into finding alternatives to the controversial lethal dose 50 test in which a substance is tested on a group of animals to find what dosage will kill 50 per cent of them.

There would also be stricter enforcement of legislation through increased inspections and more severe penalties for offenders.

The paper quotes an experiment in 1976 in which a student "overlooked" a condition of his experimental licence which limited his work to one eye of any animal. "In other words, he was probably making the animals totally blind instead of half blind". For this the student was simply admonished.

At present, the Home Office relies on only 14 inspectors to monitor experiments carried out on live animals—5¼ million of which were carried out in 1976. Of these experiments, 2 per cent were for diagnostic procedures; 23 per cent for testing medicinal products; 8 per cent for cancer research; and 67 per cent for "other" reasons mainly for the testing of commercial products, including the so-called "smoking dogs" experiments.

The only legislation presently covering these experiments is the 1876 Cruelty to Animals Act which was passed in an era when only a few hundred experiments were being performed each year. Now, under 3 per cent of experiments are carried out within the spirit of the Act, the paper states.

Three arguments are presented against using animals. First, there is side effects. The paper says animals often react in different ways to drugs than humans do—as in the case of Thalidomide.

Second, there is expense. Using animals is seen as expensive and time consuming. And third it is thought to be wasteful and inhumane. More than 5 million animals are used each year and none are given the chance of a normal life, says the paper.

It adds: "It is ironic that despite the great technological and scientific advances of the last century, in which animal experimentation has played a considerable part, we should still be dependent on the barbaric destruction of more than 5 million animals annually and have not developed, and put fully into use, alternative systems of experimentation."

● Mr Callaghan . . . concern over animal welfare.

The paper says that much of the onus for reducing the number of animals used must lie with the Government. Given the Prime Minister's concern about animal welfare, these arguments and proposals could have significant bearing on a future Labour government.

Adverts have little impact on poly choi

by Peter David

Newspaper advertisement for ses at polytechnics have no impact on student choice survey carried out by Trent technic has revealed.

A questionnaire sent to first students on full-time and courses this year showed only 7 per cent of some students had been influenced their choice of polytechnic or by national newspaper articles advertisements.

Replies also indicated that cent of students had chosen a polytechnic rather than a university. Sixty per cent made from the first choice; 30 per cent applied first to a university and per cent had applied to more three institutions.

According to the survey, cent of first year students had come directly from educational establishments— schools and colleges of education. Some 15 per cent been in full-time employment year before.

Asked how they chose institutions, 4 per cent students said that local had influenced them, and cent mentioned sixth-form rises. Other factors listed ing their decision included prospectuses and yearbooks course details.

But the single biggest influence was word-of-mouth with teachers, careers parents and adult friends. per cent of the survey cited these contacts.

Many students—30 the sample—said that decisions had been affected impression received during views at polytechnics.

Commenting on the survey, David Bethel, chairman Committee of Directors of technics, said the results firmed the policy advocated committee which had imposed convention banning advertising in the national five years ago.

MP fails in move on student unions

A Private Member's Bill to introduce voluntary membership of student unions was defeated in the House of Commons this week by 227 votes to 79.

Mr Michael Winterton, the Conservative MP for Macclesfield, [illegible] Minute Rule in the knowledge that he had little hope of success. He said he was "putting down a marker" with the intention of making further progress in the next Parliament.

The Bill received no official party support but Mr Winterton claimed the backing of 60 Tory members, including an Opposition education spokesman, Dr Rhodes Boyson, and the former Liberal leader, Mr Jo Grimond. The Shadow Cabinet, while taking no official stance, decided to abstain and the measure was opposed by Labour.

Only the National Association for Freedom has advocated voluntary membership of student unions in recent months. The NAFF newspaper, *Free Nation*, said the Bill had the support of the Australian Prime Minister, Mr Malcolm Fraser, who wants similar legislation in his own country.

Mr Winterton's Bill sought to add the money now paid by the local education authority for union membership to the student grant—giving the student the choice whether or not to join the union. This would bring greater accountability, he said, since the exercise of "free consumer choice" would ensure that public funds were not squandered in an undemocratic, wasteful manner.

Most ratepayers did not realise that they were financing "extremist and frivolous activities", Mr Winterton claimed. As examples, he quoted grants at Reading University of £85 for a society to promote homosexuality and £95 to the Get Away From It All Society, whose activities were said to remain a mystery.

General meetings of 100 to 200 students, which controlled spending, were invariably unrepresentative of the majority of students, who were "disgusted and horrified at this appalling misuse of funds", he said.

But, Mr Trevor Phillips, the NUS president, said voluntary membership would achieve the thing Mr Winterton opposed. Student unions would fall into the hands of cliques who were wealthy enough to afford the fees or were purely politically motivated. This would deprive most students of the facilities currently provided.

Survey attacks safety standards on campus

by Ngaio Crequer

Radiation hazard warnings are being ignored, special precautions are not being taken to deal with X-ray equipment, and safety measures are not being coordinated, according to a survey of working conditions in universities.

The long-awaited pilot study carried out by the Health and Safety Executive shows that generally there is a high awareness of safety needs. But in particular areas notices are ignored or safety codes not followed.

The report was being studied this week by the Association of University Teachers who in the past have expressed fears that restrictions on research will dilute it.

A programme of basic inspections of education establishments was announced by the executive this week. A spokesman said the need for the inspection did not result from the study, although it was a useful guide.

The study confined itself to six universities—Cambridge, East Anglia, Leeds, Salford, Strathclyde and Swansea—and does not claim to be a scientifically based sample.

It says that in some establishments, organization of safety procedures lacked coordination and responsibilities were not clearly defined. The records required to be kept were not satisfactory in most establishments.

There was a need to mark clearly radiation hazard notices. In other cases "adhesive tape bearing the warning legend 'radioactive' was used indiscriminately".

In some cases "must" notices relating to precautions for dealing with X-ray equipment were ignored. The survey also found widespread differences in precautions taken to prevent exposure to laser radiation and says that before its study, two of the universities applied no control to the use or containment of laser systems.

According to the study, there are potential hazards in the design of university buildings completed about 10 years ago, although many of these had been rectified.

It says that after buildings, "the second and most potentially hazardous function of a university is research . . . there is more risk of people being killed by maintaining university plant and buildings than being killed as a result of research".

But more attention should be paid to the content of experimental work. It says that a piece of research is not "plucked out of the air" but based on facts.

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Redundancy claim upheld

An industrial tribunal has ruled that Mr John Talbot, the new principal of London's Garnett College, is entitled to compensation from Bromley Council, which made him redundant earlier this year when he was director of the embryo Bromley Institute of Higher Education.

Mr Talbot was appointed director of the planned institute in January, 1977, after he was made redundant from his £10,000-a-year job as assistant director of resources at Newcastle Polytechnic. This followed a costs survey.

He was then appointed director of Bromley Institute, which was to have been created from the merger of Stockwell College of Education, Ravensbourne College of Art and Design and Bromley College of Technology.

But the merger was dropped at the last minute when the Government decided to end teacher training at Stockwell. Bromley Council said the merger, which Mr Talbot had been planning since his appointment, would be pointless without its main teacher training component.

The council made Mr Talbot redundant last January—a year after his appointment. But it resisted paying compensation on the grounds that the Bromley Institute had never been properly formed, and that Mr Talbot's los sof job was a result of the halting of a merger and not of the Government's closure of Stockwell College. This would make the case ineligible for compensation.

But the tribunal ruled that during his 13 months as director of the embryo institute Mr Talbot had direct responsibilities related to a training institution and was eligible for compensation under the colleges of education compensation regulations.

It also dismissed Bromley's argument that because the redundancy followed a council decision to halt the merger, the regulations could not be applied to Mr Talbot.

The tribunal pointed out that although Bromley's decision was made technically one day before the ministerial directive on Stockwell, the council had been told informally of the Government's decision. Mr Talbot's redundancy was, therefore, attributable to the ending of training at Stockwell.

The National Association of Teachers in Further and Higher Education, which represented Mr Talbot at the tribunal, is now to proceed with a separate claim alleging that he was unfairly dismissed by the authority.

Concern over grants delay for Chileans

by John O'Leary

Places reserved for more than 120 Chilean refugees at British universities and polytechnics are in danger because of a delay in announcing their grants.

Money for the grants, administered by the World University Service, is normally allocated by now so that English language courses can be arranged for the students before they begin full-time study. Now WUS workers fear that some students could lose their places because there will not be enough time to teach them the necessary English.

The refugees have already arrived in the country they were brought from Chile by the International Committee for European Migration. They qualify for the WUS scheme because their studies were interrupted by General Pinochet's coup in 1974. In three years some 400 Chileans have completed their studies in Britain through this programme.

Because the places are spread around the country, English courses can take several weeks to organize and may last several months to satisfy a Government stipulation that students should have a knowledge of the language. An element of £450 in included in the grant for this purpose.

Most of the places are conditional on the students receiving grants and WUS hopes that they will be held open for as long as possible. Although the delay could jeopardise the chances of some refugees intending to join courses for the first time this year, those whose studies have already begun are guaranteed continuing support.

The Ministry of Overseas Development, which provides the funds, confirmed this week that no decision had yet been made on extra money for Chileans hoping to study in Britain.

● Mr Alan Christie, the new deputy president of the National Union of Students, was due to return today from a fact-finding visit to Chile, during which he delivered a letter from the Archbishop of Canterbury to the Archbishop of Santiago. In the letter, Dr Coggan expressed the solidarity of the churches in England with those suffering loss of human rights in Chile.

Collections in student unions raised £800 to finance Mr Christie's trip, which was intended to gather information about the fate of missing prisoners and the problems faced by student and youth organizations.

NATFHE disput

New moves are to be made to solve a pay dispute involving than 1,000 college and polytechnic lecturers in Liverpool.

The National Association of Teachers in Further and Higher Education is to seek support from TUC in its battle with Liverpool City Council.

Since April last year the association has imposed sanctions in to persuade the l.e.a. to implement a local agreement giving conditions of service. The has said it agreed new policy was available.

NATFHE claims the authority a further education budget of £800,000.

NEXT WEEK

Education behind bars

Preview of the World Festival in Havana

Thirty Years of the NHS

"The New York Review Books" reviewed.

Peer Review and the cracy.

Stephen Mennell reviews Civilising Process" by Elias.

Five pages of reviews of philosophy books.

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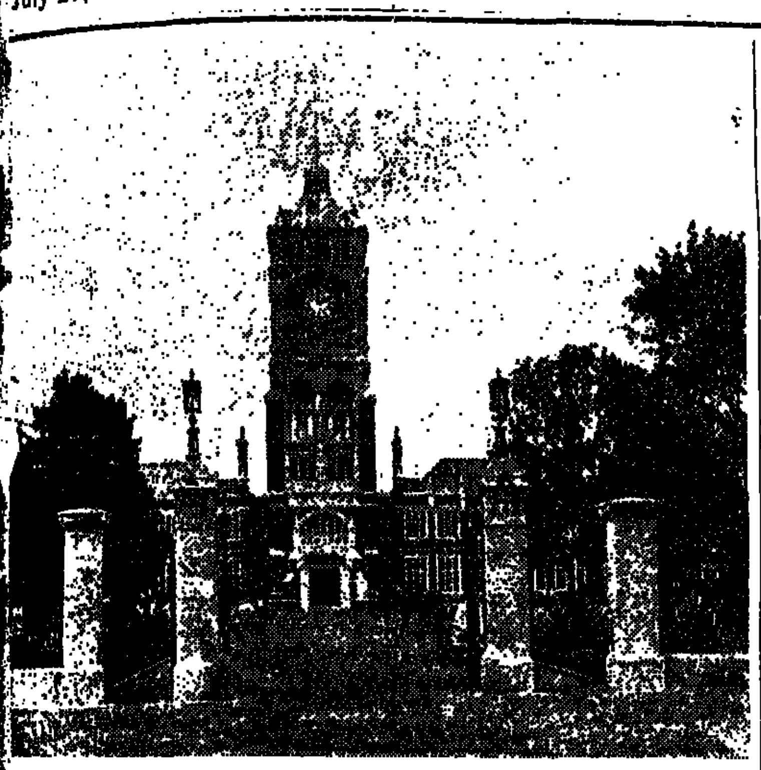

The former Royal Masonic School at Bushey, site of the new campus.

Independent American college planned for Hertfordshire

An independent, American private university, is to be set up on the 95 acre site of a former school at Bushey, near Watford. It will *cost students £3,000* a year.

The *International University-Europe* is part of an international, American-based consortium which already has campuses in California, Africa and Mexico. It has leased and has an option to buy the former Royal Masonic School at Bushey in Hertfordshire.

The university will open officially in September with about 100 students. The consortium will also run an American-style high school on the same premises, which comprises about 40 buildings, dormitory space for 600, a swimming pool, gymnasium, tennis courts and soccer and cricket fields.

The university students, mainly undergraduates will be taught business and management subjects and the performing and visual arts such as dance, theatre, music and ballet. There will also be general study courses in literature, economics, mathematics, biology, sociology and psychology.

Mr Wayne Allison, the director: "We will be providing a typical American-type educational programme. We are seeking accreditation in the United States but not asking for validation here for the university. Most students will be American. We have people from 69 different countries at our centre in California and many of them come from wealthy, influential families, some from royalty. We won't have any of them in the first year but they may come later.

Most of the initial 15 full-time staff will be from America and it is hoped to have a few professors from Oxford and London teaching part time.

CNAA urged not to approve proposed degree regulations

by Peter David

Detailed new degree and diploma regulations are to be submitted for final approval by the Council for National Academic Awards next week in spite of strong opposition within it, and before colleges and polytechnics are allowed to know their contents.

Members of the Diploma of Higher-Education group have called on the council not to approve the draft regulations on the grounds that they are too detailed and would extend the council's authority to an "unacceptable extreme" at the expense of colleges.

The new regulations are 36 pages long, with an 11 page statement of general principles and 93 explanatory footnotes. They include detailed new rules on minimum entry qualifications, the balance and aims of courses, assessment procedures and exemption arrangements for parts of courses.

Dr Edwin Kerr, the CNAA's chief officer, said this week that the new rules were drafted because existing regulations, issued in 1974, did not cover major developments in the council's work, such as the incorporation of art and design courses and the DipHE.

But in a paper to the council the DipHE group criticizes the draft principles that preface the new regulations and calls for major parts of the document to be omitted completely from a final version.

"The group believes that the difference with what has been said in the past is not merely one of wording or tone but is fundamental and seems to be reflected in the whole approach to the revision of the regulations," the paper says.

"The draft principles place on colleges an obligation to meet the council's charter responsibilities in a way which they would be expected to do if they were constituent colleges of a university."

Among items the group wants to drop from the final regulations are detailed rules laying down the aims, balance, nature and length of courses; the admission of students; exemptions from parts of a course and assessment procedures. "These are properly the subject of validation, and not *a priori* regulation by the council itself," the group argues. The regulations should be restricted to "What is absolutely essential for the council to meet its chartered obligations."

In their place the group proposes three-fold regulations defining how validating groups should assess course proposals; brief rules on the operation of courses; and saying what awards the council can grant and how.

Mr Tony Sandbach, assistant director of Wolverhampton Polytechnic and a member of the DipHE group, said the draft regulations were "cumbersome and complex. I believe in the value of the CNAA role in validating courses, but those rules seek to secure by regulation what the council should be trying to secure by validation."

Dr Kerr said that his recommendation to council was that the regulations be approved without first being circulated to colleges, and should come into effect in autumn next year. He pointed out that there had been six months of consultation with college academic boards following the issue of the existing regulations in 1974. Since 1975, a council working party had been drafting the new regulations, and in the course of internal debates at the CNAA many college and polytechnic members had been given an opportunity to see the draft.

The regulations themselves attempt to meet some of the criticisms levelled during the debates. An introduction says that they have been drafted in "broad and flexible terms" which would enable colleges to devise new types of courses.

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Lecturer's fate settled today

by John O'Leary

A recommendation not to go ahead with the sacking of Mr Michael McColgan was being put to a special meeting of Sheffield University senate today. The proposal, contained in the report of a six-man committee set up to examine the case, is likely to be accepted.

However, the committee, under the chairmanship of Professor John Wood, an expert in industrial relations also recommends that Mr McColgan remains at the efficiency bar, where he has been held since 1970, and that his position should not be reviewed for two years except at his own request in the light of further research. It was the question of research which provided the grounds for the decision by the faculty of arts that Mr McColgan should be sacked.

While accepting the faculty's resolution that Mr McColgan should not pass the efficiency bar, the committee felt it was not in the university's interests that he should be sacked.

Mr McColgan, a Marxist lecturer in Germanic studies, claimed that two scholarly articles accepted for publication and a translation of some of the works of Georg Lukacs satisfied normal requirements for

continued on back page

Grant levels bring fears for growth

by Ngaio Crequer

Universities expressed their concern this week about the cutback of previously agreed student target numbers as they studied the provisional grant allocations for the next three years, details of which were sent out by the University Grants Committee last week. (*THES*, July 14.)

A simple breakdown of the 1981/82 student numbers and provisional grant according to income per student shows some startling differences in the anticipated growth of universities although the exercise does not take account of exceptional factors, such as arts-science bases and the expense of medical schools.

At the same time the Committee of Vice-Chancellors and Principals says that universities may experience difficulties because of the UGC's advice to them to avoid a pattern of admission which would lead to high growth at the end of the triennium.

Its concern is that to prevent this late growth, but still to meet the overall 1981/82 target of 310,000 students, the rate of growth in the first two years would be greater than the increase in recurrent income. As the committee is expecting a fall in the level of income per student it is anxious to ensure that each year's cash limit does not suffer because of inflation, and it intends to keep a close watch on the situation.

The CVCP is also concerned about the level of universities' equipment grant. An amount of £41.6m has been made available for 1978/9. Further years' allocations have not yet been announced. According to a survey by the committee, "for replacement purposes alone the value of the equipment grant needs to be about twice the present level". It has passed the information to the UGC.

Stirling University, which comes well down on the UGC's list for expansion said this week that its proposed 1981/2 student target numbers were "very disappointing". A spokesman said, "The UGC originally increased our figures from our estimate of 3,400 to 3,600. Now they have put us back to 3,200. It is very disappointing."

Sussex University is in line to reach its 1981/2 target next year. A spokeswoman said: "We are somewhat surprised to find we have the lowest growth rate allocated of all United Kingdom universities. We are concerned at this effective cut. It is very disconcerting."

Hull recognizes that its income per student will always be comparatively low because of its high arts base. But it is expecting some difficulties as it had hoped to increase

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How the grant will work out

University or College	Income per student 1981/82
Aston	2,310
Bath	2,115
Birmingham	2,702
Bradford	2,484
Bristol	2,651
Brunel	2,701
Cambridge	2,911
City	2,790
Durham	2,119
East Anglia	2,083
Essex	2,100
Exeter	1,984
Hull	1,914
Keele	2,293
Kent	1,890
Lancaster	1,926
Leeds	2,640
Leicester	2,376
Liverpool	2,763
LGSBS	6,165
London	3,618
Loughborough	2,070
MBS	4,818
Manchester	2,890
UMIST	3,042
Newcastle	2,022
Nottingham	2,437
Oxford	2,208
Reading	2,251
Salford	2,863
Sheffield	2,686
Southampton	2,467
Surrey	2,705
Sussex	2,350
Warwick	1,936
York	2,003
Wales	2,901
Aberdeen	2,767
Dundee	2,950
Edinburgh	2,701
Glasgow	2,590
Heriot-Watt	2,413
St Andrews	2,220
Stirling	1,931
Strathclyde	2,326

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Genetics badly taught at universities–MRC

by Robin McKie
Science Correspondent

The teaching of genetics to medical students remains unsatisfactory in many British universities, a report by the Medical Research Council has warned.

In its "Review of Clinical Genetics", a special MRC subcommittee says that a major problem is the initial exposure to genetics which is often given too early in a student's course, before its clinical application can be appreciated.

"What is required is a programme of genetic teaching spread between the clinical and preclinical departments and integrated so that the subject can be seen to have a real value", it adds.

And the report warns that the recent decline in the incidence of infectious diseases has led to an increase in the proportion of genetic diseases. But most medical practitioners have little interest or knowledge in clinical genetics, the subcommittee says.

In a bid to remedy this, the report recommends that training schemes be improved and new ones initiated. "Genetic centres will require fully trained clinical geneticists to run a consultative service and to pursue research", it says.

Training schemes are also being set up by the joint committee for Higher Medical Training and these will involve extensive experience in general medicine, basic and clinical genetics. Short-term training should also be provided for those primarily interested in other clinical specialities, the report says.

The report calls for strong support of the basic research areas of molecular biology and carcinogenesis. These are fundamental to nearly all hopes for future understanding of many, if not most, diseases whether or not they have a significant genetic component", it states. "Appropriate treatment and especially prevention can only be planned on the basis of such an understanding."

A number of important diseases, such as heart disease, diabetes, hypertension and psychiatric disorders, including schizophrenia and manic depressive psychoses, are multifactorial in origin, the subcommittee believes. And there is a need for a better understanding of the biochemistry and physiology of these diseases, which may lead to the identification of specific predisposing genetic or environmental factors.

It would also be valuable to have more evidence of the effectiveness of genetic counselling, including the use of computerized registers of people at risk of genetic diseases.

Dr David Harrison, lecturer in chemical engineering and fellow and senior tutor of Selwyn College, Cambridge, is to be the next vice-chancellor of Keele University. He will take over from Professor W. A. Campbell Stewart, who retires in October, 1979.

Dr Harrison, aged 48, was educated at Bede School, Sunderland, and Clacton County High School. He went to Cambridge in 1950 and took a double first.

Pledges given on hardship grants

Agreement was reached this week on measures to satisfy some student grievances over hardship grants. A meeting had been called by Mr Oakes, Minister of State for Higher Education, after students had claimed that the present system was not operating satisfactorily.

Representatives of the National Union of Students met Mr Oakes and officials of the Association of Metropolitan Authorities and the Association of County Councils in the House of Commons. Mr Trevor Phillips, the NUS president, said the talks were constructive.

Discussion centred on four proposals from the students, aimed at making the grants more freely available in cases of genuine hardship. An NUS survey had found that nine out of 10 local authorities made no specific provision to deal with such cases, even though they had been instructed at the time of last year's fees increases to ensure that contingency funds were available.

One of the students' major grievances was resolved at this week's meeting when it was agreed that the college, not the student's home authority should be responsible for administering hardship grants. There had been complaints of students being "shunted" between the college authority and their maintaining authority, with neither accepting responsibility for extra payments.

Other issues may be the subject of later meetings, although NUS proposals were given a sympathetic hearing. Further talks are definitely to be held on a request for tuition fees to be waived in some cases for non-advanced further education courses. NUS suggested that fees for the unemployed should be waived automatically and other categories could also be included. A special meeting is to be held on the subject, rather than leaving the matter to individual authorities.

There was also agreement in principle that a scheme should be devised to maintain fees at a constant level throughout a student's course, although the local authority associations expressed doubts about funding such a change in the near future.

The union's other main request, for an extension of last year's arrangement whereby local authorities' remission of fees was poolable, is to be examined further. NUS argues that some self-financing students were able to withstand last year's increases by using their savings and they will feel the full effects during the coming session. There was agreement to look again at the problem and it was hoped that authorities would adopt a flexible approach in the meantime.

Computer to assist London job-hunters

Young people in Inner London will find jobs more easily next year when the Inner London Education Authority brings in a new computerized system for exchanging information about vacancies.

Information from the ILEA central and local careers offices will be fed into an improved computer at the City of London Polytechnic and be made available on a 24-hour basis. Up to now details have been circulated by post and occasionally information has been outdated by the time the applicant attended interviews.

Mr Fred Styles, chairman of the ILEA's staff and general sub-committee said: "This system will be a tremendous help at a time when young people are faced with the serious problem we have today. Birmingham Careers Service has found it successful and we decided that it would help to meet London's needs.

"It will also provide accurate, up-to-date information about training opportunities, and we expect that other authorities will want to use it on a paying basis".

Managers graduate

Graduates from the first part-time postgraduate master's course for managers received their degrees at Glasgow University last week. They were engineers and production managers who took the Scottish Business School course which led to the degree of Master of Engineering in Production Management.

Next year they will be joined by other graduates from a sister course started in 1976, the Master of Business Administration, which has also been organized on a three-year, part-time basis.

College helps redundant workers join courses

Hundreds of workers made redundant at a large factory are being offered immediate retraining on special courses at Bradford College. The project, given the name "Lift Off", is claimed as a unique experiment in community education.

More than 2,000 workers will be made redundant next week when the Thorn Electronics factory closes, most of whom will have no prospect of finding similar work. Initial plans were for 10 per cent of them to be offered places on the courses but, because of the interest shown, it is now hoped to take up to a quarter of the workers.

Since many of the students are of Asian or European origin, communication skills will form the core of the programme's early weeks, together with refresher courses in mathematics. Groups have already been formed for retraining as electricians, typists, mechanics, hairdressers, caterers, photographers and graphic artists.

College staff have met their new students in the works canteen to assess their needs and both trade unions and management have co-operated in planning the venture. The courses will begin during August, making use of spare capacity available at the college during the summer vacation.

The experiment resulted from an approach to Thorn's shop stewards by Mr Joe Mitchell, who is in charge of the college's trade union studies centre. Local employment and industrial development advisory services have also been involved in planning course content.

Money for "Lift Off" has been pledged by the local authority and it is hoped to attract additional support from industry and central government. If the experiment is a success, similar courses may be offered to other workers in future.

Call for new training body

A call for the Government to set up a standing conference of bodies concerned with the education and training of all 14- to 19-year-olds was made by the National Association of Careers and Guidance Teachers at its general meeting last week.

The NACGT believes that there is an urgent need for a standing conference to plan and monitor schemes of educational, vocational and leisure preparation in view of the forecast of increasing numbers of students and the changes likely as a result of developing technology.

The association also called on the TUC and the CBI to consider what contributions they can make to extend training and work experience for all young people within that age group. It wants both bodies to consider changes in working hours and the implementation of work-sharing to help alleviate the plight of the unemployed, particularly the under 25s.

Although it welcomed the Government's plans to provide mandatory grants for 16- to 18-year-olds in full-time further education the association stressed that they should be set at a level likely to attract those young people capable of high attainment.

CLEA orders 'first steps' on Oakes plan for councils

by Peter David

Local education authorities in England are to be instructed by the Council of Local Education Authorities to take "first steps" towards dismantling the nine regional advisory councils and setting up a new set of regional bodies on the lines recommended in the Oakes report on public sector higher education.

The new bodies may have different boundaries, and will no longer be responsible for approving new higher education courses planned by colleges or polytechnics in the region. But they will take on new responsibilities for initial teacher training, induction courses for new teachers and in-service courses for practising teachers.

A draft circular to local authorities approved last week at CLEA's annual conference in Sunderland says that final steps creating the new councils—provisionally named Coordinating, Advisory and Consultative Councils for Further Education—cannot be taken until a national decision emerges on how and when to implement the other parts of the Oakes recommendations.

But a local education authority in each region will be asked to set in hand preliminary negotiations with the existing advisory councils and education institutions in the area with a view to agreeing the structure and membership of the new bodies.

The CLEA circular says that the new councils will be financed by their constituent LEAs. and will be set up by trust deed enabling them to employ their own staff. A large governing council will be set up as an "umbrella body" for each regional council, with the day-to-day work being dealt with by small executive committees.

Members of the governing councils, says the circular, should include representatives from each local education authority in the region, representatives of the region's schools, colleges and teacher training institutions, vocational training interests and the universities, industry and commerce.

"As a general guideline, the [illegible] might be to split membership roughly three ways, that is, the local education authorities and other providers; the institutional representatives from the non-university sector; and the others."

Each university in the region should be invited to nominate representatives, the circular adds. But "there should of course be no suggestion that their participation in the work of the councils would imply any change in the present arrangements under which the universities have direct access to the University Grants Committee". Voluntary colleges should also be represented, the circular says.

Other members of the new councils would include representatives of the DES Inspectorate and of the new national body, if it is set up. Employers, trade unions and the Manpower Services Commission should also be asked to nominate representatives.

Two main committees would be set up under the governing councils. One would deal with advanced further education courses, including initial teacher training courses. The other would be responsible for induction and in-service training for practising teachers. A separate committee could also be set up, the circular says, to deal with lower-level courses.

The interests of staff employed by the existing regional advisory councils should be safeguarded "as far as practicable", the circular says. Such staff would have a right of automatic transfer to the new bodies, but most will be transferred to comparable posts.

APT critical of report

Strong criticism of the Oakes Report is contained in a submission by the Association of Polytechnic Teachers, which contends that a solution to the problems of higher education has merely been deferred.

Implementation of the committee's recommendations would increase the bureaucracy and cost of the management system without bringing about any compensating increase in economic and educational efficiency, APT believes. Too little power and responsibility is being divided among too many bodies for the wrong reasons.

Uncertainty about the roles of the different layers of management and control will lead to tension and infighting between the institutions, the local authorities and the Department of Education and Science, the association says. The report is seen as a compromise between the aspirations of councillors and local government officials, the promotion ambitions of teachers in further education and the desire to cut public expenditure.

The submission says APT regrets that the committee avoided answering many, if not most, of the questions posed by the management of higher education and repeats a call, made in 1975, for a Royal Commission on the subject. It looks forward to a co-ordinated system including the universities.

Proposals for a national body are welcomed, but not as an additional layer of management and control. It is the role of the regional councils and local authorities which give most concern.

"If higher education is, fundamentally, a national provision, it cannot be regulated on a local or regional basis, nor can it be regulated piecemeal on two sides of a binary line", says APT. "It is unfortunate that the question of HE management has been turned into a 'vote of confidence' for the local authorities, because the final outcome may be precisely the opposite of that which they desire."

The association believes that the report's recommendations ignore the real problems of all the major institutions and substitute an administrative structure rivalling that of the National Health Service in complexity.

NUS appeals for safeguards

Safeguards should be built into any new system of management of higher education to protect the development of non-advanced further education, the National Union of Students says in its response to the Oakes report.

In a letter to Mr Oakes, Minister of State for Higher Education, the union claims a place on the national body proposed in the report and also puts forward its suggestions for maintaining a balance between the sectors. The comments are the result of consultation involving all 800 individual student unions affiliated to the NUS.

Support is given to the establishment of a national body to provide a voice for the maintained sector, but the union fears that the proposals, as they stand, could prove harmful to non-advanced courses. Rather than making them the responsibility of the national body, the NUS advocates the addition of extra terms of reference to prevent any developments in higher education being sanctioned if they are to the detriment of the non-advanced sector.

The regional bodies should co-ordinate planning on both sides of the binary divide, says the union, and consideration should be given to setting up a national forum along the lines of the Schools Council for non-advanced further education.

The submission also repeats the union's opposition to the concept of allowing institutions to be transferred to the direct control of the national body. Local authorities would face a constant temptation to opt out, especially if they have to make a direct contribution to the cost of running their own colleges, and this could lead to the piecemeal and unplanned growth of a new sector. Unless rejected, the proposal could jeopardize the whole report, the NUS believes.

On the question of the composition of the national body, it is suggested that the participation of all the major interests is crucial and this would require the appointment of representatives of the 217,300 NUS members in the maintained sector of higher education. A formal request for NUS membership is included in the letter.

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SRC orders survey of part-time courses

by Robin McKie
Science Correspondent

A detailed survey of part-time postgraduate education in science and technology is to be undertaken by the Science Research Council this year.

One aim will be to gauge the extent of ad hoc short-term courses set up each year at universities and plans are also being considered for compiling a list of these courses. The SRC also wants to find out what type of people undertake part-time education in science and technology, the sponsorship they receive, the time they are allowed off by employers and the relationship between their studies and their jobs.

One part of the survey will be carried out by Dr E. Rudd of Essex University who will be studying a random sample of students studying at universities and polytechnics throughout Britain.

"Many of these part-time courses are set up on a ad hoc basis at the request of various employers and there is no single list of those which are available at any one moment", he added. His study will include investigations of the degree of support received from employers and the relevance of the courses.

Another part of the study will investigate the level of satisfaction among employers over the training received by students and how relevant the courses are to their employment.

Companies will also be asked how much support they would give to new plans for short-term courses. This part of the study will be carried out by the Institute of Manpower Studies.

The move to set up the SRC survey follows meetings of interested parties over the past two years. It reflects the council's concern that postgraduate education should be re-examined in view of industry's changing requirements and the cutback in funds for full-time advanced courses.

It is expected the results of the survey will indicate to the SRC that it should adopt a more comprehensive approach to setting up short-term courses.

Mr Edward Heath, MP, meets Mr Trevor Phillips, new president of the National Union of Students, at an NUS reception at International Student House in London last week.

Tory teacher training plan attacked

by Judith Judd

Conservative plans for teacher training were sharply criticized this week by a teachers' union leader. Mr Malcolm Lee, chairman of the teacher education standing committee of the National Association of Teachers in Further and Higher Education, said that Mr Norman St John-Stevas had missed the point in his remarks about too much theory hindering the development of practical skills.

"Most new BEd degrees have been developed to assist the synthesis of theory and practice and are so structured and taught that theory informs practice and practice assists the development of theory".

He called on Mr St John-Stevas to rethink proposals for different types of training for primary and secondary school teachers and his suggestion that not all teachers should be graduates, on the grounds that these would be divisive.

The Conservative education spokesman's concern about the postgraduate certificate of education was shared by NATFHE but his proposals "do not relate to the facts nor do they deal with the problem".

The question to be asked about postgraduate training was the way in which the practical element was used and related to the theory. NATFHE was at one with Mr St John-Stevas in wanting improved standards.

"I thought we had moved away from the sterile debate that the inadequacies of the schools can be laid at the teachers trainers' door and I trust Mr St John-Stevas is not going to reopen it."

Mr Lee welcomed support for induction training and in-service education.

AMA fights on for changes in central finance system

by Peter David

The Association of Metropolitan Authorities is to make yet another bid to change the centralized system of financing for public sector higher education proposed in the Oakes group report on the management of higher education in polytechnics and colleges.

At its annual conference in Sunderland last week the Council of Local Education Authorities agreed to welcome the Oakes report as a sound general framework within which the maintained system of higher education could develop over the next 20 years.

But the AMA has also instructed its officers to draw up plans for a new system of financial recoupment payments in place of the system of split central and local finance proposed in the report.

The local authorities are considering two alternatives. Under one possible scheme every higher education course of a similar kind would be assigned an average cost per student which would be paid to a maintaining authority by a student's home authority.

A second scheme would enable authorities to charge the fixed cost of courses—such as buildings, debt charges and rates—to a national pool, while the staff costs of running courses would be met from payments by students' home authorities

Advocates of the recoupment schemes believe that by introducing a free market economy of courses and costs, polytechnics and colleges will be forced to run courses as efficiently as possible. The centralized scheme proposed in the Oakes report could not impose the same degree of financial discipline, they claim.

But critics of recoupment argue that it will not be possible to work out reasonable "average" costs for different types of course offered in different institutions They also point out that the administration of a recoupment scheme could result in the establishment of an expensive new bureaucracy.

The recoupment proposals will be discussed by the education committee of the AMA at its next meeting, but both the Association of County Councils and the CLEA have now given their general support to the Oakes recommendations.

CLEA'S agreement came last week after a lengthy debate at the Council's Sunderland conference. Mr Peter Horton, chairman of the Sheffield education committee, told delegates that the DES had drawn up a list of 80 to 100 colleges which would be taken out of local control if the Oakes report was not implemented.

Sir Ashley Bramall, leader of the Inner London Education Authority, and Mr John Barnes, chairman of Kent education committee, welcomed the Oakes proposals as a sound basis for future developments.

Mr Barnes said there had been a steady trend for polytechnics to "ape" the more academic institutions and become like universities. If they went out of local authority control they would become "another set of universities doing their own thing and not benefiting Britain".

Go comprehensive from the sixth form say unions

A comprehensive system of post-school education from sixth form to university is advocated this week in policy documents produced by the TUC and the National Association of Teachers in Further and Higher Education.

NATFHE's 35-page document says that a comprehensive system of higher education must be based on open access to higher education, a more equitable distribution of resources between institutions and sectors of higher education, the development of more clearly defined routes through to higher education from further education and the schools and a range of diverse courses and modes of study from which to choose.

According to the NATFHE document, the national body whose creation has been proposed by the Oakes group on the management of higher education in the public sector will be the main agent of national planning.

Commenting on the Government's discussion paper *Higher Education into the 1990s* the association argues that there will be growing demand for higher education as the result of the raising of the school-leaving age, the growth of education for the 16 to 19 age group and increasing demand from women and mature students.

"These are the factors therefore that should form the basis for the development of higher education policy, rather than the demographic data which have been used as a rationale for cuts in planned public expenditure."

The TUC also welcomes the establishment of the national body but fears that without an overall policy, it may create further divisions and undermine the Secretary of State for Education's accountability to Parliament.

Cellist at palace

Jacqueline du Pré, whose career as a cellist was cut short by multiple sclerosis, was expected this week to have a Salford University honorary degree conferred upon her by the Duke of Edinburgh at Buckingham Palace. The Duke is chancellor of the university.

Computer helps in hunt for career

Thousands of students have been helping to test a new graduate careers information system available through Careerdata, a computer-based service.

Careerdata, launched this week by the New Opportunities Press, is the first widespread commercial application of the Post Office Viewdata system Prestel, at present being tested in London, Birmingham and Norwich.

Terminals have been installed in careers centres at five London University colleges, the Universities of Edinburgh, Aston, Brunel, City and Cambridge and both North East and Central Polytechnics.

It is hoped, pending a meeting, a decision will be taken by September on introducing the system to other universities and polytechnics. Colleges and the Open University may be included later.

Each student using the system has access to vacancies notified by over 40 employers. The information is available through a telephone linked with the computer. A television set acts as a receiver.

Sixth formers' new option emphasized

Colleges and institutes of higher education were an alternative to universities and polytechnics and met the needs of the new sixth formers in comprehensive schools, Mr B. S. Cane, principal of the City of Liverpool College, said last week.

"Many of the new recruits to this college came from families whose children have traditionally left school at 14 or 15 and among whom there is no knowledge of higher education", he told the congregation dinner.

Later Sir Charles Carter, vice-chancellor of Lancaster University, which validates the college's degrees, said that it would be a great pity if the large established institutions regarded the field of higher education as theirs and theirs alone.

Second woman dean

Dr Margaret Young, senior lecturer in French and advisor to women students at Manchester University, has been appointed the second woman and the first non-professorial dean in the faculty of arts. She takes up her appointment at the beginning of next year.

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HASSOCKS • SUSSEX

Lord Briggs warns against 'trendy' history courses

by Judith Judd

Universities which have gone in for fashionably modern history courses may fail to attract students, Lord Briggs, provost of Worcester College, Oxford, said last week. He was speaking at a course at St Mary's College, Twickenham, organized by the National Association of Teachers in Further and Higher Education and the Historical Association.

Those universities which had truncated their history courses to start in modern times might not have the right pattern to appeal to students, he said. "I rather regret the way in which we have narrowed down the interests of many undergraduates to labour history, urban history and nineteenth and twentieth century history."

Medieval and even ancient history were retaining more student interest than seemed likely 10 years ago. There had also been a growth of interest in archaeology and a great development of joint history and archaeology courses.

Lord Briggs said he had surveyed the history syllabuses of all universities before delivering the lecture, which was on the changes in history in universities over the past 10 years.

There was now less ferment about what history syllabuses should be. Only one department had said it was unable to answer his question about syllabuses because a fundamental revision of the course was taking place.

He added: "Universities feel increasingly that they have to justify the place of history in the curriculum to their colleagues and to the schools."

Most of the manifestoes issued by university departments put considerable emphasis on the usefulness of history. Very little was said about the craft of the historian.

Kent University was unusual in emphasizing the difficulties students would face in transferring from school rather than the difficulties in transferring to work.

Lord Briggs said the most interesting new developments were in subjects concerned with cultural history and in the growth of subjects which were neither special subjects nor general papers.

He welcomed the growth of non-European history though he regretted that such history often tended to be unintegrated. He said it was clear from the syllabuses that the merger of history into other subjects, which some had feared in the 1960s, had not come about. Essex, which had decided at first to have no history course, had changed its mind.

About 54 people attended the course. Afterwards, Mr [illegible] Dyer, secretary of the NATFHE history section, said that the co-operation with the Historical Association had been successful and both sides agreed it should continue.

One of the main aims in future should be to bring together history teachers in schools, colleges of further and higher education, polytechnics and universities to debate problems which were often considered in isolation.

Princess Alexandra, chancellor of Lancaster University, presents one of the first BA honours degrees from a diversified college to a student from Ormskirk's Edge Hill College of Higher Education at a degree ceremony last week.

Students wary of tutor advice

More than two-thirds of 80 students questioned in a survey by Salford University students union felt their personal tutor was an uncertain source of advice on general problems.

The union says there is a need for tutors to convince students they are interested in students' academic work, that they will represent them at departmental level, and that they have the ability to advise students on all manner of personal matters.

Nevertheless, the overwhelming majority (82.5 per cent) of those questioned felt there was a need for personal tutors and 80 per cent found them easy to talk to.

The majority (52.5 per cent) felt their tutor was in a position to "stick up" for them in the department, 32.5 per cent would not confide in their tutor, a further 30 per cent might on a particular issue and 35 per cent definitely would.

Forty per cent thought their tutors would not know what to do if they went to them with a problem about social life, accommodation or money, 30 per cent said the tutor would know and 26 per cent said the tutor would try as far as possible to help.

Most students (45 per cent) took their problems to friends, 15 per cent consulted course tutors another 15 per cent went to the union welfare office, 10 per cent to the university welfare and advisory services, 10 per cent went to nobody, 5 per cent went to parents and nobody went to the clergy.

In a summary of the findings the students say that only those members of staff who want the responsibility of being personal tutors, rather than all members of staff, should be allotted tutees. Further, that such members should be given some form of basic instruction, should it be requested, to help them help those in their charge.

The university has agreed to look at the suggestion for an optional training scheme for personal tutors.

WEA calls for reform

by Maggie Richards

Higher education is not adequately catering for the needs of society or for the majority of its citizens, according to the Workers' Educational Association.

In its reply to the Department of Education and Science consultative document *Higher Education into the 1990s*, the WEA rejects the suggestion that the present higher education system should be continued for the next two decades.

Supporting a policy of admitting more mature students to higher education, the WEA says: "The falling numbers of students should be regarded not as a problem, but as an opportunity to reform higher education so that it will be more closely integrated into the whole system of post-16 or continuing education."

But the WEA's response—while recognizing that motivation, experience of life and work, and general ability, are valid entry qualifications for higher education—says an appropriate level of proficiency in English should also be attained.

In favouring the entry of mature students into higher education, the WEA urges the introduction of two year degree courses and expansion in university part-time programmes.

Paid educational leave should be widely available and a system of deferred entry instituted - not only for adult learners, but also for young students to obtain some experience of life and work before entry.

Some provision should also be made, the WEA maintains, for the transfer of resources, if necessary, to adult and further education.

Mature students should receive extended grants on a mandatory basis, it argues. "Students with families have special responsibilities and, although residential accommodation should be progressively adapted to meet such needs, the problem will be minimised to the extent that these students can find places in institutions of higher education locally."

Dealing with the bulge in student numbers during the 1980s, the WEA advocates expansion to meet the expected demand: "This should be done preferably at the resource levels of the late 1960s in terms of buildings, equipment, staffing and availability of grants.

Language drive on

by Ngaio Crequer

A small working party has been set up to assess the UK's need for knowledge of foreign languages for overseas trading and to recommend specific action.

The panel was set up at the first meeting of a study group on foreign languages for overseas trade, which was convened under the auspices of the British Overseas Trade Board. Both groups are a direct result of growing fears that Britain's export performance is being seriously dented by its lack of linguistic expertise.

At a conference in May organized by the University of Surrey, the Royal Society of Arts and the BOTB delegates revealed that there were more graduates in classics from all UK universities than in all other languages except French and German.

Professor Nigel Reeves, Professor of German at Surrey University, said then that the way to get closer to other countries was by speaking their languages. He said BOTB case studies showed that successful exporting companies emphasised the value of foreign language experience among their managements.

Figures also revealed a shift of direction in exports. In 1950 more than half Britain's exports went to the Commonwealth and North America, largely the English speaking world. Now this figure had fallen to a quarter of total exports and 36 per cent goes to Common Market countries. There is also concern that foreign language graduates either do not go into buying, marketing or selling careers or that, if they do, their languages are not used to full capacity.

It is felt that British language teaching effort is too detached from commercial needs and realities. Important European trading languages are being neglected while Chinese, Arabic and Japanese are barely represented.

Professor Reeves, a member of the study group, has consistently highlighted the need to explore the possible future role of graduate linguists in industry and commerce and has pointed to the declining number of applications to many language degree courses at universities and the declining number of school students taking languages, other than French, at O and A level.

OU appoints two new professors

Two new professors have been appointed at the Open University. Mr Graham Martin, reader in literature has been appointed to a personal chair of literature and Mrs Naomi McIntosh, head of the OU's institutional research division will hold a personal chair in applied social research.

Mr Martin, who joined the university in 1969, was chairman of the team which produced the OU unit "Twentieth Century Poetry", and was extensively involved in compilation of the original arts foundation course and its remake.

Mrs McIntosh joined the OU in 1969, and has initiated and monitored numerous studies of the university's student population, providing the first detailed picture of a group of undergraduates new to the higher education system.

In 1974 Mrs McIntosh was appointed pro-vice chancellor for student affairs.

Replace O Levels and CSE with common system—report

by John Owen

A common system of examination at 16-plus, replacing O levels and the Certificate of Secondary Education, is recommended by Sir James Waddell's steering committee on examination reform.

The committee's report says that alternative papers, or examining techniques, would have to be used to test candidates of varying ability in some subjects. Course assessment and practical tests are given greater emphasis, although the standard written papers would be retained.

Mrs Williams, Secretary of State for Education, has promised to heed one of the report's main recommendations, that a firm decision be taken soon to end long-standing uncertainty. The committee envisages the introduction of new syllabuses by 1983, leading to the first examinations under the new system in 1985.

The change, proposed by the Schools Council in 1976, would cost a maximum of £1.5m over three years for the necessary syllabus development. Operating costs are expected to be similar to those of the present system.

Grading would be carried out on a seven-point scale, with an additional ungraded category, to cover the full range of GCE and CSE awards. Arguments for fewer grades under a common system are rejected for the present, although it is accepted that this could be reconsidered

The report was welcomed by the main teaching unions, but the Confederation of British Industry expressed serious doubts about the feasibility of covering such a wide spectrum of ability in a single examination.

Engineer teaching grants extended

Grants of more than £12,000 have been allocated by the Department of Industry to extend the teacher fellowships in engineering. The money will be given to the Institution of Mechanical Engineers and will mean that a further five teachers can be sent annually into industry for the next five years.

The fellowships, administered jointly by the Institution and the Institution of Electrical Engineers, are used to take place teachers in industry for a school term. It is hoped they will then return to their schools more aware of industry's needs and this can then be passed on to pupils.

The teachers are chosen by local education authorities and are involved in the widest possible aspects of their host company's activities.

North American News

Academics to play bigger part in space research

from Clive Cookson
WASHINGTON

University scientists can look forward to playing a more important role in the future activities of the National Aeronautics and Space Administration.

A new policy directive from NASA chief Robert Frosch tells the administrators of the various divisions within the giant space agency to make more use of America's academic talents.

As a result, university scientists are likely to play a bigger part both in the planning of NASA projects and in carrying out the research. There will be more opportunity for academics to review the quality and timeliness of NASA's work, through increased use of "peer evaluation" panels by the agency.

According to John Naugel, NASA's chief scientist, the agency is also planning to make it easier for universities to use NASA's superb facilities—large wind tunnels and powerful computers, for example—that would be far too expensive for them to duplicate on their own campuses.

Academics from universities located near NASA centres have sometimes made arrangements to use their facilities on an ad hoc basis—the new policy will, it is hoped, open the door to many more of their colleagues.

In addition, Dr Naugel says, NASA is responding to the Carter administration's war on paperwork, by reducing the bureaucracy and documentation involved in NASA grants and contracts. This should allow universities to spend more time on research and less on form-filling.

Each NASA division has been told to develop a plan in response to Dr Frosch's policy statement. Until these plans are complete, the precise implications of the directive *will not be clear.* The new policy *does not* undertake to transfer any specific number of NASA dollars to university research—Dr Naugel says it should be regarded more as a "basic statement of philosophy".

Dr Naugel identifies the office of aeronautics and space technology and the office of space and terrestrial applications as the two NASA divisions where academic participation is likely to increase most.

The five-year plan which NASA issued earlier in the year as an internal working document showed substantial spending increases for the programmes of both divisions.

The aeronautics programme involves basic and applied research to support the United States' "free enterprise" aircraft industry and to maintain "the superiority of the nation's current and future military aircraft".

Specific projects mentioned in the five-year plan include development of vertical take-off and landing aircraft, new helicopters, "a heavy-lift, semi-buoyant airship for use by the US Navy", short-haul aircraft, and the technology for "an advanced supersonic transport that will be fuel efficient, environmentally acceptable and economics".

Expenditure on aeronautics is projected to rise from $230 million in 1978 to $430 million in 1983 (in constant dollars).

The space technology programme, whose funding is expected to rise from $90 million in 1978 to $210 million in 1983, is intended to generate advanced technology for future space missions.

The "space and terrestrial applications" programme uses space science and technology to help solve problems on earth. It covers a wide range of activities, including satellite-based telecommunications, the Landsat system of earth resources satellites, climate research, and use of Spacelab for materials processing and ultimately space manufacturing.

The applications programme is the biggest growth area within NASA—funding is projected to increase from $240 million this year to $770 million in 1983. The total NASA budget is assumed to rise from $4 billion to $5 billion over the five years.

The future of the United States' space programmes after 1983 is a subject of intense debate both within NASA and between President Carter and his staff. The Space Shuttle and Spacelab will be the mainstay of American space activities during the 1980s—the question is what should follow them.

The choice, or at least a selection of likely options, must be made soon, because of the length of time needed to develop space systems. Development and production costs of the Space Shuttle will fall off rapidly after 1979.

Last month the White House released the results of a presidential review of space policy. The only specific outcome was the establishment of a new policy review committee, chaired by the President's science adviser Frank Press, "to assess the needs and aspirations of the nation's civil space programme" and to advise Mr Carter on specific issues.

Observers speculated that a more useful statement was blocked by disagreements within the Administration over the extent to which secret space technology developed by the Ministry of Defence and the Central Intelligence Agency should be made available to civilian scientists and to industry.

As the White House dithers, Congress is beginning to make the running over the space effort's future. The House of Representatives recently voted by a large majority to initiate a programme to develop solar power satellites.

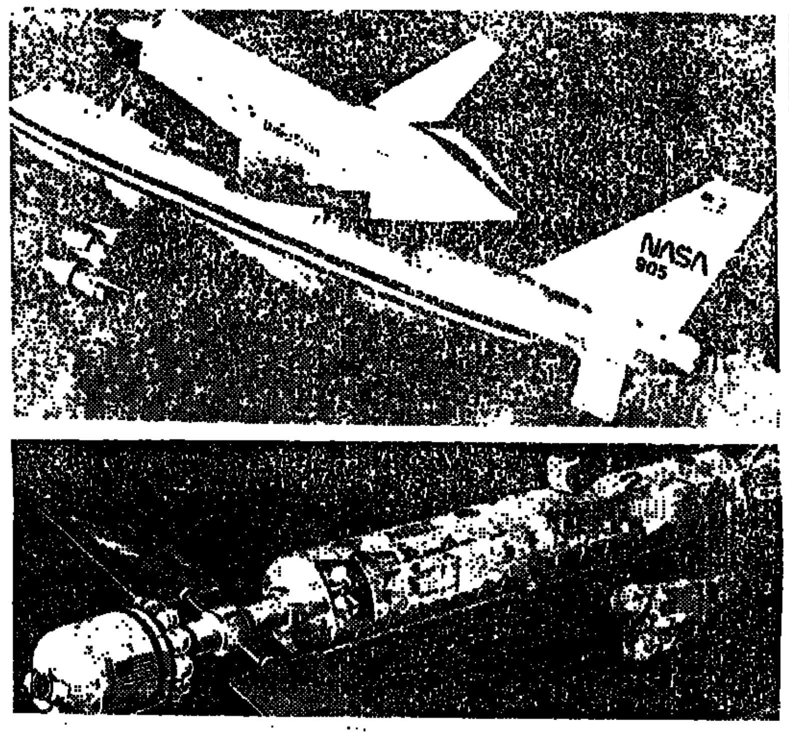
The House authorized NASA to spend $25m in 1979 to investigate the feasibility of building vast satellites in space to orbit the earth, converting sunlight into micro-waves and beaming them back to receiving stations on earth. But the project could cost $1,000 billion eventually, with hundreds of such satellites, weighing up to 20,000 tons each, providing most of the United States' energy requirements.

The Senate is likely to consider the House Bill in the early autumn, but senators have already authorized the National Science Foundation to spend $500,000 in 1979 to study the feasibility of solar satellites.

They want the NSF to include an examination of the feasibility of satellites constructed in space out of materials obtained from the moon or the asteroids—an echo of the ideas of Princeton professor Gerard O'Neill, whose associates are actively lobbying Congress for funds to start a programme leading to huge human space colonies built out of lunar and asteroidal material.

The Carter administration is reluctant to take a significant step towards making solar satellites the country's next space priority, let alone O'Neill-style space colonies. NASA and the Department of Energy say research and development on the scale voted by the House of Representatives is premature.

A solar satellite programme is strongly supported by the aerospace industry and the power companies, for obvious reasons. Many environmentalists oppose it, because of fears that microwave beams from space could harm life on earth, and disrupt radio communications. They say the money should be spent developing earth-based solar technology.



The mainstay of NASA's activities—the Space Shuttle and Spacelab

Inquiry into Canadian tuition fees

from our correspondent
WASHINGTON

The feasibility of a radical change in the financing of Canadian universities is to be examined in an inquiry commissioned by the Canadian Association of University Teachers.

The CAUT has appointed Conservative MP Jim Gillies, a former opposition finance spokesman, to study the possible introduction of "income contingency repayment schemes" in Canada.

These would entail a substantial rise in tuition fees to cover a far greater proportion of university operating costs—at present student fees amount to no more than about 10 per cent of the income of most Canadian universities. At the same time, a new system of loans would be set up to enable students to pay the higher fees.

Repayment of the loans would depend on the student's income during his or her career after graduation—hence the term "income contingency" or "income contingent" repayment. High income graduates might be required either to pay back more money or to repay at a faster rate than those with lower earnings, depending on the scheme chosen.

The CAUT broadly favours the introduction of contingency repayment schemes, a spokesman said, but this policy has not been backed up by any study of their feasibility for Canadian universities or any attempt to formulate a model scheme for Canada. The Gillies Inquiry is intended to make up for this deficiency.

Mr Gillies is retiring from the House of Commons at the next general election, to return to academic life at York University, Toronto.

The CAUT and other supporters of contingency repayment schemes say their chief advantage would be to liberate Canadian universities from government control, because the increased fees would replace most of the present provincial government grants.

The overall level of government funding might not change, but the balance would shift from direct grants to institutions to indirect subsidies through their students. The result, it is argued, would be more independence for universities and more academic freedom for their faculty members.

Student organizations would, of course, fight strongly against any significant increase in fees. But, according to the CAUT, higher fees need not limit access to post-secondary education for students from low income families, if they are associated with generous interest-free loans for those in need. These might cover living costs as well as tuition fees.

The idea of income contingent repayments is generally attributed to a proposal by Milton Friedman in 1945. Since then, many economists and social scientists in the United States and Canada have suggested possible schemes, but until very recently they were a matter of academic interest rather than a live political issue.

However, in the United States, one contingency repayment proposal, the Tuition Advance Fund (TAF), has gained significant support in Congress this year. TAF, the brainchild of Boston University President John Silber, would advance up to $5,000 a year for fees and other expenses—after graduation, students would repay their obligation through the tax system at a rate of 2 per cent of annual income.

The fundamental difference between TAF and the schemes favoured by the CAUT is that the former is intended solely to provide financial aid to students, not to push up tuition fees.

Professor Peter Leslie of Queens University in Ontario, who is currently preparing a report on university financing for the Association of Universities and Colleges of Canada, thought the country's university policy-makers would be broadly opposed to a move towards greater dependence on fees, because it would make their income more sensitive to student enrolment. That's the last thing they want just now, with the 18 to 21 age group set for several years' population decline.

Foundation to spend $1m on peacemaking

The Ford Foundation is to spend $1 million over the next two years to support research into ways of resolving the conflicts that are clogging American courts, administrative agencies and other decision-making bodies.

America in recent years has been swarming with disputes of all sorts. The issues range across the entire social spectrum—for example racial equality, energy allocation, environmental protection, consumer rights and equal educational opportunity, said Ford Foundation chairman McGeorge Bundy.

"Conflicts over these matters arise among interest groups, between interest groups and government, between levels of government and between individuals and the quantitative problem is compounded by the growing complexity, technological sophistication and interdependence of society's problems."

The foundation's new programme is intended to strengthen existing formal institutions, find better ways to handle disputes outside the formal system, and identify reforms that could help avoid or simplify conflicts.

For example, the Community Dispute Service of the American Arbitration Association will get $140,000 to extend its "4A Programme" (arbitration as an alternative) which gives disputants a chance to "work out their problems in an informal atmosphere with third-party assistance rather than going to court."

Sociologists blame shock for hiccup in birthrate

The Supreme Court's historic ruling 24 years ago that the segregation of public education was unconstitutional came as such a shock to the population of the 18 southern states with separate black and white school systems, that people put off having children.

That is the explanation three sociologists from the University of North Carolina, Chapel Hill, have produced for a mysterious and hitherto unexplained drop in southern birth rates in 1955. They report their findings in the American research journal *Science*.

The authors, Ronald Rindfuss, John Reed and Craig St. John, claim that their discovery—that sexual behaviour varies significantly in psychological reaction to historical events—"has important implications for the explanation and prediction of fertility."

However, traditional demographers, who scorn annual fluctuations in birth rates and concentrate on longer term trends, are likely to react with scepticism.

Rindfuss, Reed and St. John found that the timing of the sharp dip in fertility in southern women in 1955, at a time when birth rates in the United States as a whole were rising strongly, fits their explanation.

The Supreme Court handed down its momentous decision in the *Brown v Board of Education* case on May 17, 1954. "It is clear that the court's unanimous decision struck at what many white southerners saw as the basis of their region's way of life, and that it came as a shock to many", the sociologists write.

"It seems reasonable therefore to entertain the conjecture that anomie and fear for the future led some Southerners to put off having children who would otherwise have been conceived during this period."

Thus the fall in southern birth rates began in the early spring of 1955 and intensified during the summer, corresponding to the period nine months earlier when the implications of the ruling sank in.

During the autumn of 1955, southern birth rates began rising again. Rindfuss, Reed and St John say that was because the population soon realized "that segregation would continue for some time, that life would go much as usual, that 'all deliberate speed' could be very deliberate, that southern politicians had some resources of their own to resist with . . .".

The temporary slump in births was most intense for the white population of the 11 former Confederate states. White births there in the summer of 1955 were about 92 per cent of those the previous summer. In seven other southern states with dual (black and white) systems of education, the drop was about half that.

Black birth rates fell too, though less so. "While black southerners also experienced uncertainty in the wake of the court's ruling (their traditional pattern of education was threatened, and undoubtedly they feared that violence might accompany desegregation), obviously the status and prerogatives of white southerners were more clearly threatened", the authors say.

Alcohol study 'will be biggest ever'

Rutgers University's Centre of Alcohol Studies is about to embark on what it says will be the biggest long-term study of the causes and effect of drinking ever undertaken anywhere.

The centre has been given an initial $322,000 grant by the Department of Health, Education and Welfare. The project will involve 2,700 13-year-olds and 2,550 young people now aged 16, 19, 22 and 25, selected at random.

"The research subjects will be tested in various ways as the study begins, and again at three-year intervals until they reach age 25, at which time the testing will be done every six years", said Dr John Carpenter, director of the alcohol centre at Rutgers, New Jersey's state university.

The researchers intend to make contact with the subjects several times a year until the project ends in the year 2008, so as to keep in touch with as many of the original sample as possible.

Dr Carpenter said it had long been the dream of researchers in the field to carry out a drinking study on such a scale. The aim is to discover what combination of psychological, biological and social characteristics tend to cause drinking problems.

Almost all previous investigations of alcoholism have involved people already suffering from drinking troubles. "By the time this happens, it is impossible to disentangle cause from effect", said Dr Carpenter.

Denmark

Students' part-time jobs can take more than 38 hours a week

from Colin Narbrough

COPENHAGEN

Almost 90 per cent of Copenhagen University's 30,000 students have jobs outside the campus, according to a study by the joint secretariat.

And the jobs are not always casual, as widely assumed. Often they have a highly permanent nature.

Of 554 students approached with a questionnaire, 78 refused to answer, 62 were unreachable and 88 were not actively pursuing university studies owing to economic or social pressures or lack of interest. The bulk of the "dormant" students was found in the humanities faculty.

Of the rest of the sample, only 27 per cent did not hold jobs outside the university. The majority worked less than 38 hours a week, though 10 per cent worked more than 38 hours.

Half the students described their work as relevant to their studies—for example, medical students working as hospital officials or civil service work for law and political science undergraduates.

Most of them kept their jobs all year round and indicated that they had no difficulty in finding work. Only 11 per cent of the non-working students said they were unable to obtain work.

The report notes that it was assumed before the investigation that the majority of students would have only casual, short-term ties with the labour market.

The university newspaper *Universitetsavisen*, reviewed the report recently and came to the conclusion that the student population was living at a considerably lower standard than the rest of Denmark.

The report reveals that students living in their parents' homes have incomes averaging 23,900 kroner (£2,270), those living alone 41,800 kroner (£3,980) and couples 107,000 kroner (£10,190) per couple.

This compares with the statutory minimum annual wage in Denmark of 60,000 kroner (£5,710) for a 40-hour week. Nevertheless a quarter of students paid rents over 1,000 kroner (£95) monthly and 9 per cent owned their own dwellings.

France

Anger over proposal to move campus to suburb

from Guy Neave

PARIS

The controversial university of Paris VIII Vincennes is to be sited in the north Paris suburb of St Denis, the Minister for Higher Education, Mme Alice Saunier-Seité, has announced.

The reaction of the mayor of St Denis, though communist, is a little less than enthusiastic.

In the past four months three sites have been proposed, La Villette—the ex-meat market, Bercy—the old wine warehouse area and now St Denis.

M Jacques Chirac, in his capacity as mayor of Paris effectively scotched Bercy and, despite the recommendation of the principal of Vincennes M Pierre Merlin either for La Villette or Bercy, the Ministry did not apparently heed his suggestions.

M. Merlin laid into Mme Saunier-Seité in a spectacular fashion: "The minister has deceived not only myself but also parliament", he said. He called for a full inquiry and for the setting up of a planning committee with teaching members to examine the future siting of the university.

So far his demand has met with silence. The whole issue is made more complicated by the fact that the leasehold given by the Paris municipality to the university in October, 1968, is due to run out in three months' time. M. Chirac, busily engaged in creating as much embarrassment as possible for the government, is against any extension of time. But rumours are rife that the university will be allowed to stay another year without risk of eviction.

The current proposals for St Denis are, to say the least, optimistic. Vincennes has 30,000 students. Two thirds are workers. One third do not hold the *baccalauréat* normally required for entry into university and around four in 10 students are foreigners.

M Chirac: creating embarrassment

The ministry proposes to transport this mass on to a site at present occupied by some 900 students of the university institute of technology at St Denis. The nearest underground station is just under a mile away.

The Minister has professed astonishment at the panic-stricken reaction of the local citizens. "Most large towns welcome the presence of a university. The refusal by St Denis is a most surprising exception", she said.

The proposal has also been attacked by the socialist group on the Paris town council. M. Georges Sarre, president of the group, is on record as saying that Vincennes can and must be kept inside the city.

No less vigorous has been the reaction of the largest student union, the Union Nationale des Etudiants de France which is closely aligned with the Communist party. It has attacked the failure of the ministry to consult either teachers or students and has condemned what it feels to be a hidden attempt to break up the university into small parts by providing it with a site adequate for only a small fraction of its student body.

Israel

Plan needed for lean years ahead

from our correspondent

JERUSALEM

The number of students entering the universities in the next three years will be about 15,000 annually, not counting immigrants. Ten years from now the intake will be about 20,000 and, into the 1990s, about 25,000.

These are some of the conclusions of an Economic and Social Research Consultant for the Planning and Grants Committee of the Council for Higher Education. Israel's six universities have been advised to give some thought to what they will do in the lean years that lie immediately ahead. The total number of students in the six universities and the Weizmann Institute, which has post-graduate students only, is about 52,000.

The forecast is based on an estimate of the number of students who will obtain the *Bagrut* (A level) certificate at the end of the 12th grade. A very high percentage of these find their way into the universities after military service.

The composition of the pupils in the schools has been changing, with the proportion of those of Afro-Asian origin on the increase and the proportion of those of Euro-American-Israeli origin on the decline.

In 1978, about 46 per cent of the Jewish pupils in the 12th grade were of Afro-Asian origin. However, they formed only about 33 per cent of the pupils on the classical or academic side, and about 62 per cent on the vocational side. The forecast predicts that these proportions will not change appreciably in the next 10 years.

However, as the number of students of Afro-Asian origin obtaining the Bagrut is on the increase, a corresponding increase will take place in those entering the universities, where at present they form only about 17 per cent of the total student population.

Mexico

Strike threat over contracts for academics

from Emil Zubryn

MEXICO CITY

An all-out university strike has been threatened in Mexico if negotiations fail in a dispute over collective contracts for academic staff as well as administrative and other university workers.

The conflict started at Nuevo Leon and Southern Baja California universities and 11 of the country's 30 campuses stopped work for 24 hours to show sympathy and solidarity.

The Federation of Unions of University Workers is also seeking reinstatement of 12 professors dismissed because of their active support of collective contract demands.

The situation could be aggravated by a controversial Article C proposed by, Guillermo Soberon, the dean of the National University of Mexico, which would minimize achievements of university unions, especially the constitutional right to strike.

The university contention, is that violence in institutions of higher learning, on labour or political pretexts, is fostered by "amorphous, invisible groups, who operate clandestinely and pretend to destroy the centres of education to obtain political power, and use this later to implant a dictatorship.

● The presence of political parties in Mexican institutions of higher education has been called for by Dean Luis Rivera Terrazs, of the University of Puebla (Mexico).

Management groups are attempting to suppress conditions which permit universities to adopt a critical attitude on national problems, he said. The dean also claimed that industrial and business leaders are attempting to end university autonomy to quieten student opposition.

Proposals for the admission of political parties on campuses have already been made from time to time. Nothing has happened mainly because the lack of student leadership, and internal campus strife has made it impossible to obtain a political foothold in universities.

China

Steps to stop 'back door' admissions

by John Gardner

China's Ministry of Education recently held a national conference on student enrolment at which policy for the coming session was announced.

Most students will be selected from the 20-25 years old age group, although a limited number of academically qualified persons up to the age of 30 (who missed their chance due to the Cultural Revolution) will also be eligible to compete. Outstanding school children who have not completed senior middle school may also attempt the examinations.

Certain groups of students are specifically forbidden to present themselves as candidates. These include those who are already studying at "communist labour universities", "July 21 universities" or "May 7 universities", institutions which are the rough equivalent of FE and provide a wide variety of courses at various levels to students of greatly differing intellectual abilities, many of whom study on a part-time basis. Also included are students of "technical middle schools" which offer courses equivalent to sixth form/junior undergraduate level.

Before the Cultural Revolution, many students who were unable to get into university used such institutions as a "stepping stone" to raise their qualifications, instead of seeing them as providing an education which was valuable in its own right.

Another group forbidden to compete consists of "draft dodgers", young people who were assigned to jobs in the countryside but who have used various tactics to remain in the relative comfort of the cities.

Examination questions are to be compiled by a national authority and will be groups into two categories. All students will be examined in politics, Chinese and mathematics, but will then take separate papers in a range of either science or arts subjects. Those wishing to enter foreign language institutes will have an oral examination in addition.

In 1977, when the entrance examinations were re-instituted, the Chinese press reported a number of cases in which examination and educational officials had conspired to favour candidates who were friends and relations.

This year, it is warned, steps will be taken to prevent "going in through the back door". All the candidates' examination results will be made public.

Until 1977, the overwhelming majority of Chinese students lived on campus. This year, however, in order to increase the size of the university population, universities were encouraged to admit "commuting students" who will continue to live at home. The conference has recommended that this policy should continue on an experimental basis.

Generation gap narrows as over-24s make a New Start

Mature students are flocking to university in New Zealand where several courses are run specifically for them. Lindsay Wright reports from Wellington

Opportunities for mature students have traditionally been very favourable in New Zealand, but new programmes being offered by the universities have combined with improved student grant conditions to attract far more older students on to the campus.

Ten years ago some 22 per cent of all students were 24 years or older. Today over 36 per cent of all students are 24 or more. And in that same period the over-30s have grown from 9 per cent to 16 per cent of the student population.

Three of New Zealand's universities have introduced special programmes over the past few years to cater for older people, and recent reports indicate that such efforts are satisfying part of a growing demand.

Canterbury University's Certificate in Liberal Studies started in 1975 with 119 students as an attempt to attract to university study people who would not otherwise think of attending a university. The academic staff gave the project their enthusiastic support, with 21 staff members seeking positions on the six-member Board of Studies when it was set up in 1974.

From course options covering aspects of modern literature, music, philosophy, religious studies, science, social science and the visual arts, students were required to complete four options within three years to gain a certificate which could, in turn, enable successful students to gain credits towards a BA degree.

Nearly 200 students enrolled the following year—mainly women, and nearly half over 40—and last year enrolments rose to 286, while the course options available had grown to 15.

Quite different approaches are being taken at Auckland University and Hamilton's Waikato University, where the Centres for Continuing Education have mounted special orientation programmes for mature students who wish to enter university.

Auckland's New Start programme began with a course in the third term of 1976, for a group of students who intended to enrol for normal degree work last year; and the first group of adults to complete a full year of study achieved a staggering pass rate of 91 per cent, putting them among the top 20 per cent of first-year students.

The high pass rate may not be altogether unexpected, as the 45 New Start students were selected from among nearly 200 applicants. Some 87 of the rejected applicants were encouraged, however, to apply directly for special admission. Only 35 of this group actually enrolled last year, and their overall pass rate, at 44 per cent, was well down on the selected group.

Average age for the New Starters was 38 and ages ranged from 22 to 66, with most in the 35 to 44 age group. Women outnumbered men by three to one and, for the majority, financial hardship was said to be the major reason for not having followed the normal route from secondary school directly into university.

The 10-week New Start orientation course which began in November 1976 exposed the participants to two hours a week of detailed advice on study methods and learning skills, together with the chance to discuss problems with a panel of older students and to meet academic staff members.

The Waikato University New Start programme began last year, for students wishing to enrol this year, and attracted 60 participants ranging in age from 25 to 65, and mainly older, married women with an interest in the arts and humanities.

Continuing Education Officer Mr Bruce Hoskings says that the programme was established because the Centre for Continuing Education became aware of a growing number of people in continuing education programmes who wanted to do further university study but who felt diffident. The centre, he says, was staggered by the extent of the interest.

Quite apart from those attracted by these special programmes, older students have been attracted by an array of now graduate courses set up over recent years within the universities, and geared more to specifically vocational interests.

Obviously, the universities are pleased at the tangible evidence of a move away from the situation where university students were overwhelmingly in the 17-22 year age group.

They have also been, however, alarmed at the possibility that a static staffing situation could be creating an academic gerontocracy. If the University of Canterbury's latest figures are representative, that alarm may be misplaced. Since 1971, the average age of Canterbury University staff members has risen only from 39.02 years to 40.86 years—an indication that, in that university at least, while the generation gap might still exist, it may be slowly becoming more narrow.

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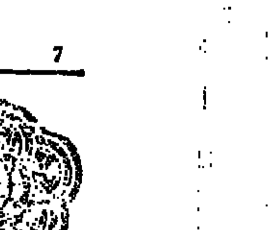
Peter David reports on the problems of establishing a British presence at Havana

Ideological twists on the rocky road to Cuba



Détente notwithstanding, East and West remain worlds and world-views apart. Before Conservative students decided to pull out of the world youth festival that begins in Havana next week they were anxious to ensure that the festival included a debate on Cuban military adventures in Africa. So were the Cubans. While the Tories hoped to embarrass their hosts, the Cubans regarded the festival as a chance to seek world congratulation for their victorious "liberation struggles" overseas.

It is this total incongruence of perceptions that makes the fate of the British youth delegation converging on Havana next week of more than passing interest. The participation of British youth and student groups in an unashamedly *Soviet-dominated* festival will be *one of the first* times détente has been taken seriously outside the political stratosphere of arms talks and dissident trials.

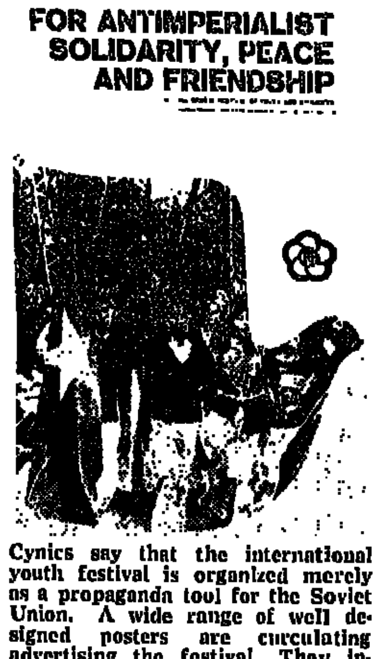
The British presence has not come easily. For most of its history the World Federation of Democratic Youth, which is organizing the festival, has been regarded, with justice, as merely another Russian propaganda tool. Its origins are in a London conference in 1945 when young people from 63 countries pledged to cement the victories over fascism and promote world peace by staging a series of regular international youth conferences. By the time of the first festival in Prague in 1947, however, the nobel sentiments had been swept away in the Cold War and the federation had become a vehicle for Soviet Ideology.

This year it might all be different. *For the first time* mainstream *British youth* organizations,—not just the National Union of Students but also the British Youth Council and attendant youth and church groups—are making the trip to Havana. Their participation will be in spite of obstruction and opposition from many sides: from people in Britain who regard the festival as beyond the ideological pale, and from the festival organizers who want British participation but fear the delegation may go too far in its eagerness to liberalize a traditionally illiberal event.

The domestic opposition has been the more bitter. Originally the Federation of Conservative Students and Young Conservatives were keen to join the delegation and took part in many of the festival preparatory meetings. But in April they decided angrily and publicly to pull out. They accompanied their decision with a vigorous—and damaging—programme of lobbying designed to discourage other organizations—and particularly the British Youth Council—from sending delegates.

In a long letter sent to potential participants the Conservative groups claimed that their best efforts to induce changes in the traditional structure of the festival had met with failure. "From the outset", they complained, "we were concerned about the terminology and the ideology underlying the themes of the festival. However, we did believe that even though the festival would probably have a strong Soviet influence, it would be worth our while firstly to try to broaden out the terms of reference of the festival and secondly to go to Cuba and explain, especially to 'unaligned' delegates, our different point of view."

In the event, said the letter, little progress had been possible. Assurances about freedom of speech could not be extracted from the authorities; the issue of human rights was not included in the agenda and there was little hope of introducing objective and balanced political debate. The small British delegation would be fragmented in six separate centres and swamped by some 20,000 delegates from Communist and aligned countries. The festival would become a monotonous recitation of speeches prepared weeks in advance and there would be no acknowledgement of the failing of Communist societies or the positive aspects of Western ones.



Cynics say that the international youth festival is organized merely as a propaganda tool for the Soviet Union. A wide range of well designed posters are circulating advertising the festival. They incorporate the special symbol (top right) and many include the dove motif as above.

The Conservative point of view struck a sympathetic chord in the Press. The *Sun* editorialized appropriately and in *The Times*. Bernard Levin called on the British Youth Council and its member organizations to wash their hands of "this unsavoury enterprise".

Intensive lobbying had its effect. After the patrons and presidents of youth groups affiliated to the BYC had been circulated many decided to withdraw their support. One charitable trust was adamant that organizations it sponsored—the Young Farmers Clubs and the Boys Clubs Associations—had to drop their plans to take part in the festival.

Even more damaging was the impact on the Foreign Office, which until the Tories launched their campaign had been teetering on the brink of a decision to provide the BYC with a £5,000 grant enabling it to send out a score of delegates.

After Press reports appeared casting doubt on the ideological hygiene of the festival, the Government decided to adopt a pose of strict neutrality: it neither favoured nor abhorred British participation at Havana, but the prospect of state financial support would be out of the question.

Yet the surprising outcome of the anti-festival lobby was that despite the loss of financial and political support for British participation, the BYC decided to go ahead. In a joint letter to *The Times* in May leaders of the youth council, the Union of Jewish Students, the Methodist Division of Education and Youth and the NUS strongly defended their resolve to take part in the Havana festival.

"It can only be of advantage to young people from Britain to meet with young people from all over the world, and to hear what they think and why they think it, even if we in Britain disagree", they argued. "Conversely, nothing can be more impressive for young people from other countries than to see a delegation whose broadness is visible evidence of the standards set in British pluralist society and whose experience of political and artistic freedom of expression is virtually unequalled anywhere in the world".

The British Youth Council reached its final decision last month when it approved a complicated and cautious resolution reiterating the militantly liberal role the British delegation was determined to play in Havana and pledging that issues relating to human rights would be raised "at every opportunity". In view of the tenth anniversary of the invasion of Czechoslovakia, the resolution added, it was desirable for young British people at the festival to express their solidarity with those denied the basic human rights enjoyed by young people in Britain.

But the ability of the British delegation to play a catalytic and progressive role in the festival may nw have been jeopardised precisely as a result of the Conservative decision to pull out. Their departure, and the disappearance of hoped-for government financial support, has resulted in a British delegation with much less political balance than the BYC had expected.

The youth council's own chairman, Mr Peter Mandelson, will go to Havana as deputy leader of the delegation. The council's decision to participate owes much to his own efforts of persuasion, and it is he who stands to lose most if the Britons are prevented from stemming the tide of Marxist rhetoric that has dominated previous festivals. Trevor Phillips, president of the National Union of Students and delegation leader, can afford to be more accommodating to the Cubans without provoking the ire of his colleagues when he returns home.

Without the support of Conservative students and the mass of youth organizations which could have been represented had the Tories' lobby not been quite so successful, Mr Mandelson will have his work cut out. There have already been major differences of opinion among British delegates about how much the delegation's activities and speeches ought to be centrally planned and coordinated.

Peter Mandelson, and former NUS president Charles Clarke, who has been organizing the Cuban end of the British expedition, believe that there must be tight and central planning if the British delegation is to make its voice heard in the sprawling and massive jamboree. Trevor Phillips, on the other hand, says that it would be wrong to impose a British consensus view if there is not one. Extreme leftists will want a minimum of pre-planning and demand "delegation autonomy" that will liberate British participants from any of the pledges given during the meetings of the delegation's steering committee.

It is impossible to predict how things will work out on the day. But what is certain is that if the British bid to liberalize the world festival fails, much of the blame will fall on the heads of the Young Conservatives and the Federation of Conservative Students. Several of their number will be in Havana in other guises. But their official withdrawal has unbalanced the British delegation and made its genuinely liberal members highly vulnerable. Four years ago the FCS decided to take part in a Marxist-dominated NUS in the belief that their presence would make for a better student movement. Perhaps a Conservative voice in Havana would have been equally beneficial.

Shoreditch holds its breath as its fate is finally decided

John O'Leary examines two years of uncertainty at the college which trains a quarter of the country's teachers in design technology

Two years of uncertainty over the future of Shoreditch College, Egham, should finally be over in the autumn. During that time, the staff have experienced a whole range of emotions: elation at surviving the original purge of teacher training, dismay and anger at a subsequent threat of closure, hopeful anticipation at the propect of a merger with Brunel University and frustration as obstacles to this solution appeared.

The chances of a merger taking place now appear good, notwithstanding the reservations that still exist on both sides. The crucial factor will be the level of support provided by the University Grants Committee, which has yet to give its formal blessing to the proposal. If it looks favourably upon a detailed feasibility study now being undertaken at Brunel, the move is likely to go through in 1980, a year later than the target date, which still stands officially.

At stake is more than the existence of one college with a good argument for survival because of its specialisation in a subject which suffers from a shortage of teachers. It is no exaggeration to say that the outcome of the current negotiations will have a profound effect on the development of that subject, design technology, as an academic discipline. The creation of a university department with the first professor of design technology would provide a timely boost for a subject which is often regarded as academically suspect and suitable mainly for less able pupils in schools.

At present only Loughborough, with its courses in creative design, accords the subject university status. With a yearly intake of some 65 undergraduates, the majority of whom include an education element in their BA degree, Loughborough traditionally provides the second main training ground for teachers of design technology. Improved recruitment there reveals the benefit, which Shoreditch would hope to feel, of inclusion in the UCCA system.

However, since its incorporation into the university the subject as it was studied at Loughborough College of Education has been extended, as the change of name to creative design implies. Shoreditch now lays claim to being the only institution which is developing design technology in its pure form. If the college were to close and its places distributed in small units among a number of colleges, the subject could stagnate at a time when, through its adoption at Brunel, it could be breaking new ground.

Whether there is, or ever was, any question of Shoreditch closing, only the Inner London Education Authority knows for sure. Alarm bells were sounded by a report from Mr Peter Newsam, ILEA education officer, which suggested that either Avery Hill, Eltham or Shoreditch would have to close even though they were not on Mrs Williams' list for the axe. His report favoured Shoreditch and, although the move was widely interpreted as a bluff to win more teacher training places for London, it was taken seriously enough at the college. ILEA now points to a policy paper from 1973 which proposed an expansion in craft courses as evidence of long-standing concern for Shoreditch and insist that its action since then has been directed at ensuring the college's future.

If it was being used in a political ploy, the desired effect was achieved when extra places were added to London's allocation to accommodate Shoreditch "preferably as part of Brunel University". What will happen if the merger falls through remains to be seen, although staff at the college still see closure as the likely alternative. ILEA has taken no decision about its action in these circumstances but Mr G. Oakes, Minister of State for Higher Education, said on a recent visit to Shoreditch that the college's expertise in crafts should be retained in some way.

On practical grounds alone, the Department of Education and Science is anxious not to lose a college which trains a quarter of the country's teachers of design technology. And, although the ILEA argument was that it is therefore a national resource and should be treated as such. London would feel the loss most keenly, since approximately half of its teachers of the subject are trained at Shoreditch.

Support for the merger is strong at the college, in spite of the fact that less than half the present academic staff would be likely to find jobs in the new institution. The National Association for Teachers in Further and Higher Education has staked a claim for 37.5 jobs for Shoreditch staff if the merger takes place—a calculation based on a staff/student ratio of 10 to one with the expected student population of 375 set by the DES. Those in the education department hope for jobs in Brunel's small equivalent, while design technology would become a department in its own right, taking advantage of the university's links with industry to introduce the "thin sandwich" structure which distinguishes all Brunel's courses.

As an institution which has made great efforts to safeguard recruitment for the future, the design technologists have no doubts about the colleges ability to attract the proposed intake of 80 students per year, despite the decline in current numbers to a total of 380 students where once there were 700. Mr John Penfold and Mrs Marjorie Smallie have worked hard to create links with schools, travelling the country spreading the word that, unlike other areas of teaching, the career prospects for those with a craft training are rosy.

Brunel, of course, would welcome the extra student numbers as long as there is an assurance that other expansion plans are not to suffer as a result. The university's seriousness is underlined by the secondment of Dr Peter Russell, a senior lecturer and an experienced politician, to work full-time on producing an acceptable scheme to put to the UGC. The Brunel senate has supported the principle of a merger and is expected to take a firm decision on whether to go ahead at the end of October. Informal discussions with the UGC's education sub-committee were said to be encouraging, although no commitment will be made until the final plan is submitted.

In the meantime, Dr Russell is left to examine the practical problems of working on two sites 12 miles apart, as was the case when Brunel first opened. The prospect is daunting both to staff, who have unhappy memories of travelling between Uxbridge and Acton, and to students, who are concerned not only about the disparity of provision on the two sites but also the difficulties of ensuring access to the regular general meetings.

There is also the thorny question of which department will make use of the 150 student places available at Egham. The choice presently rests between the education department, either in whole or in part, building technology, or the first-year course in mechanical engineering. Residential places would be available, although additional complications are likely to arise over the different services offered to students, whose subsidized full-board existence at the college will prove too costly to meet UGC requirements. Conversions to allow self-catering and extra student union facilities, promised some years ago, would mean heavy capital expenditure at the outset.

However, none of the practical problems are likely to prove insurmountable as long as the UGC backs the merger. Brunel is used to pioneering unorthodox academic developments and recognizes that some of the traditions of Shoreditch and the loyalty of its former students in providing new recruits is bound to rub off on the university. The main area of mutual concern is over the position of the college within a larger institution. While the university is anxious that the Egham campus should become an integral part of the university, resisting the temptation to join Brunel in name only, the college is determined to retain an identity. Reaching an acceptable compromise will be one of the most delicate tasks facing the two institutions before they can reap the advantages each sees in a merger.

Training footballers for bread and butter skills

Steve Perryman, captain of Tottenham Hotspur football team had to tackle a problem the majority of other college students would not expect when attending their first lectures—autograph hunters.

Perryman is one of a growing band of footballers trying to continue their education. More and more players and managers are beginning to look beyond "next Saturday" and try to plan for the day the player becomes redundant and the crowds stop shouting. This, too, at a time when those connected with every aspect of the game are trying to make it far less insular.

The first stumbling-block is the attitude of the player. No doubt each dreams that one day club and country will recognize his talents and he will soar to stardom. But inevitably only a tiny minority of the 2,200 full-time professional players ever reach the top in terms of money and status.

The problem has been recognized and there are now moves to produce an education unit which will be jointly organized and financed by the Football League and the Professional Footballers' Association—the players' union. This will give more status to education and make more money available for grants for courses.

Until now most schemes to enable footballers at apprentice or senior level to take a course have been originated by Mr Bob Kerry, the education officer for the PFA. Players are usually apprenticed until the age of 18, but some can be signed at 17. Mr Kerry's one-man department exists to give advice and talks to players and managers throughout the country, as well as to liaise with colleges and polytechnics on setting up and running courses. He also helps footballers at the end of their careers.

He is served by a growing number of lecturers who are willing to devise and lead courses either specifically for footballers, or with a high participation rate by them.

One of the most successful, run specifically for players, finished this academic year at Longlands College of Further Education, Middlesbrough. All the students were from Middlesbrough Football Club, and they attended on a part-time basis for one year, to attain a City and Guilds foundation level certificate. The course was called "Professional football and the recreation industry". Mr Kerry, himself a graduate, was appointed an external assessor for the course.

"I was very impressed by the standards and the content of the course. It was comparable with anything of its kind. It was a one-off scheme and like many others, only possible because of particular local conditions. But we hope that once the education unit is set up, courses like this will not be just done at random but be more systematically organized", he said.

The players studied the recreation industry, sports injuries, recreation technology, psychology, sociology and general studies. There were no formal entrance requirements but for most, if not all, these players would have had their first real introduction to practical and academic study.

The emphasis on the recreation industry is a theme that runs through many similar schemes for footballers. It is not too far apart from the industry—football—they know most about.

North London Polytechnic has run two courses in the past, and expects to run another next year, again, mainly for footballers. It is called an "introduction to business management" and is held within the department of management studies. Non-football management is another subject close to players' hearts. Many hope to build up enough capital to open small concerns when they retire but often they know nothing about commercial enterprise.

The players study finance, accountancy controls, budgets, avoiding insolvency, human relations, selling and advertising. Players from Tottenham Hotspur, Millwall, Brentford United, West Ham and Queens Park Rangers have attended.

Mr Roland Hervey, who runs the course, said: "Many players come into football at the age of 15 or 16 and have not had much of an education. So there is a lot of spadework to be done. They spend each Thursday afternoon on the course.

"The difficulty is maintaining attendance. They might be involved in an international, or a mid-week match, or simply become injured. Football is a very inward-looking profession. A player might be earning £200-£300 a week and when his career is over that drops to nothing.

"Most people would like to be reaching the peak of their career in the mid-thirties. That's when a footballer finishes his. Education opportunities for footballers have been rather neglected but I think things are beginning to improve."

Sixty per cent of the students who attended a course last year on Leisure Management at the Harrow College of Higher Education are footballers. It is a one-year certificate course validated by the National Examination Board in Supervisory Studies.

The subjects include the leisure industry, forecasting and planning, industrial relations, economics, marketing and statistical methods. There are also visits to outside organizations and a four-day residential course. A new diploma course will be introduced next January, for those who have gained the certificate or have experience in middle management.

Bob Kerry thinks that of the 2,200 senior players and the 600 apprentices in this country 10 per cent are engaged in some kind of education. In 1969/70 the PFA gave out grants to 43 players. The number of grants, which could cover anything from O level examination entrance fees to tuition costs at a polytechnic, has reached nearly 240 this year, and totals £7,400.

The PFA will pay in full all normal college fees, half the cost of required books and 75 per cent of the cost of correspondence courses, though these are few. Players are also eligible for grants from the Football League Jubilee Fund or the Training Opportunities Scheme.

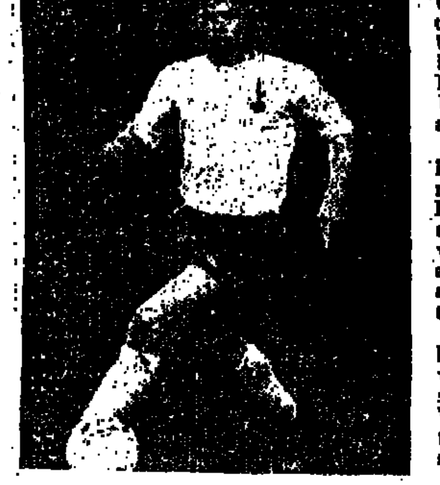
The Jubilee Fund was set up in 1938 to celebrate the League's 50th Jubilee and to help to pay for occasional training courses for players, but there was little interest. At first the Fund confined itself to a £5 grant per player and then restricted itself to ex-players. But as Bob Kerry says, it is now taking a highly responsible attitude to the question of education and training and planning to plough some of the money from football back into it.

The graduate footballer is also becoming less of a rare animal. One player has got a degree in Russian and another, Alan Gowling, did his MA on the football profession. Steven Coppel, of Manchester United and England attended a full-time degree course at Liverpool University. He did most of his football training between lectures, at Liverpool. Another junior on United's books is currently studying at Salford University.

Geoff Nulty, of Newcastle United, is currently studying "Decision-making in Britain", "The Age of Revolutions" and "Urban Development", as part of his Open University degree course. This is an avenue being increasingly explored as studying can be fitted in with training and matches.

Perhaps one day British footballers might be able to display the versatility in language so much on show by foreign players at the World Cup competition in Argentina. It might even one day be the name of the game.

Ngaio Crequer



Steve Perryman the student

مكتبة من الزمن

Two kinds of aggression: the Sex Pistols, left, and rampaging football supporters.

New Oxford school of aggro

Simon Midgley reviews some work produced by a team researching contemporary violence

It is tough being an Oxford academic nowadays. Don't let anyone tell you otherwise. Those days of convivial carousing at high table with the occasional leisurely excursion into the bowels of the Bodleian to check references or exercise the legs are past.

A new era is being ushered in by a bright new breed of academic shooting stars. For them pogoing in the Roxy to the deafening strains of punk rock, or risking life and limb in a chaotic melee at a football stadium, are more hopeful matriculations than PPE or Greats.

In the vanguard of this new wave of hardy social researchers armed only with a battery of sociological, psychological, anthropological and ethnological skills are the members of the recently created Contemporary Violence Research Centre.

Established last October with the aid of a £55,000 grant from Whitbread and Co Ltd, the brewers, the centre was set up not only to research the causes of violence in pubs but also to look more broadly at the roots of violence generally.

Initially work was concentrated on collecting first hand accounts of everyday violent confrontations wherever they occurred. Now the focus is moving on to the study of particular aggressive social groups, for example, punks; of specific settings where violence traditionally occurs like pubs, discos, dance halls and youth clubs; and ultimately of habitual offenders with careers of violent behaviour.

Under the tutelage of Rom Harré, a lecturer in the philosophy of science, and Michael Argyle, a reader in social psychology, four researchers work out of the department of psychology and zoology.

Co-directed by Peter Marsh, a research officer with a degree in psychology from University College, Oxford, one of whose particular interests is football hooliganism, and Anne Campbell, whose DPhil thesis is in female juvenile delinquency, the centre also supports two research assistants with specialized interests in particular areas of contemporary violence.

John McLeod is looking at the biographical aspects of individuals with careers of violence, while Janet Bailey is studying aggression in working class, multi-racial Hackney from a sociological point of view.

Having been in existence only eight months, it is too early for the centre to have published its findings or to have attracted much public scrutiny. However one of its principal movers, Peter Marsh, is no stranger to controversy. Earlier this year *The Rules of Disorder*, an analysis of "football hooliganism" which he wrote jointly with Rom Harré and Elizabeth Rosser, attracted considerable attention from the media.

And this month the publication of a new book, this time entirely under his own name, *Aggro: The Illusion of Violence*, is likely to provoke a new furore. To the extent that it is regarded as an apologia for the violent behaviour of football fans, punk rockers and the lunatic fringe generally, it will probably be greeted with howls of rage by the popular press and the establishment.

Its fundamental thesis is that alternate social worlds are created by frustrated groups of people, predominantly young males, in which they can act out their feelings of aggression in a relatively non-injurious manner. Such worlds in post-war Britain, it is suggested, have included those of the teddy boys, mods and rockers, skinheads, the football hooligan and currently the punk rocker.

Replete with distinctive uniforms, modes of transport, haircuts and favourite musical styles, their worlds are in many ways very dissimilar—representing different interests and points of view.

More important, according to the author, the groups also share underlying strategies of aggression management. Each creates ritualized ceremonial means of expressing pent-up aggression more or less overtly in ways in which the chances of serious injury are reduced to "tiny proportions".

Taking as his primary example the activities of the football hooligan on the terraces Mr Marsh minutely examines various hostile encounters between groups of young men. Analysing these, described as "fights", he suggests that the violence is largely illusory because the apparently senseless and chaotic behaviour is guided by certain accepted, although implicit, social controls and constraints.

Although there is often a show of violence—most of this is more apparent than real, he says. The participants rarely get seriously hurt. They often play to the gallery—in this case the television cameras, the newspaper reporters and the ordinary spectators massing the stands.

Aggression is expressed in a ritualized, ceremonial manner. Hostile body posture, verbal threat and psychological bullying all come together to obviate the need for severe physical violence. The important thing is to achieve dominance over a rival—to assert oneself.

Whether genetically rooted or culturally transmitted aggression, Mr Marsh argues, is here to stay. It is not simply a product of the immediate environment and will not simply disappear—although it may diminish if society improves the conditions in which children grow up.

"Aggression . . . keeps things in order. It leads to a steady organization of dominance and submission. A structure is imposed upon nature that makes possible the development of all those aspects of human life we find applaudable and sane. It is inconceivable that any species could evolve without the basic ingredient, without some force which could instil fear, produce a readiness to fight and a will to compete for the scarce resources."

Having established the requirements for survival, Mr Marsh says that the potentially non-adaptive aspects have been trimmed through ritualization to prevent the destruction of the species while ensuring that mankind can make the best use of an essentially hostile environment.

"Aggro"—a ritualized attack which, usually, stops short of severe violence, is socially managed aggression. Traditionally most societies, the author argues, have regarded the various manifestations "aggro" as having positive value so far as they facilitate "letting steam" without threatening fabric of the community.

As examples he cites the " ing" of rival groups of spectators in Roman and Byzan days, the social fighting Medieval knights, duelling in teenth and seventeenth cen France and the folk football of twelfth, thirteenth and four century Britain.

However, in post-war Britain rather than try to limit the of the modern "aggro" equivalent for example, football hooligans believes society has been interested in eradicating the altogether. This has led and increasingly lead, he says, suppression of largely illusory plays of violence and its replacement by a more dangerous form "non-social" violence—unrestrained by the rules of the group and ted at random against

It is unlikely that everyone will agree with his perhaps apocalyptic conclusion that the pression of ritualised violence Britain has reached a crisis point with his suggestion that it is sarily, though not automatically linked with the growth of serious capricious forms of violence.

Nor will everyone agree that manifestations of aggression he describes are merely "illusions of violence". The terrified families forced off Margate beach in the 1960s by rampaging gangs of mods and rockers setting deckchairs alight might disagree strongly.

Perhaps the most controversial line in the book comes in the epilogue: "Instead of more external controls on aggressive behaviour we need less". Anyone who has ever seen the effect of police intervention at demonstrations will sympathize with this. Nevertheless it is typical of Mr Marsh's rather sensational style that it is not made absolutely clear that before relaxing external controls he is advocating a gradual development of self-restraint.

The place where the bounds of credulity are really stretched to their limits comes early in the book. In describing a "bit of aggro" at a football match he says: "Winding the film of this event on frame by frame it becomes clear that the punches are not going to sensitive parts of the face and body.

"Instead they are delivered with a bent arm and with a rounded action. The blows land on the shoulder or the back of the head—two parts of the body which are particularly well protected. The kicks, too, are delivered in a way which is not apparent from a casual glance. The boot is aimed not at areas like the genitals or the stomach, but at the backside—a remarkably resilient part of the anatomy. . . ."

It also seems a pity that Mr Marsh's dislike of the media should have been allowed to get the better of him: "Today we are quite used to disentangling some sense of reality from the web of distortion and half-truth that is weaved by journalists and media pundits. In the early post-war years, however, people still naively believed what the papers said was true."

Aggro: The Illusion of Violence by Peter Marsh was published this week by J. M. Dent and Sons Ltd. Price: £5.95.

Broadcasting can play vital 'connecting' role

Despite the fact that education, as a whole, has recently been getting a bad press, it is also said that further and adult education is ripe for expansion and diversification. Much depends on the way in which national and international economic recovery takes place but, taking the optimistic view, it seems likely that if any significant expansion in education comes about it is likely to be in the post-school sector. Apart from the general worry about the performance of our schools, and much of the criticism is no doubt unfair, the fact has to be faced that the school population is contracting.

Many other factors point to further and adult education as a growth sector and not the least of these is that compulsory full-time education has some difficulty in easily demonstrating its "pay-off". The reasons are complex but are probably connected with the fact that its aims are often long term and thus appear (even to its clients) to be unrelated to immediate and pressing problems. On the other hand much of further and adult education can often be seen to be relevant and cost-effective. This makes it all the more remarkable that the "Great Debate" devoted so little time to the non-school areas of education and many educationists have observed that the value of the debate was, accordingly, diminished.

On the other hand a series of events, perhaps beginning with the setting up of the Open University, but followed, for example, by the publishing of the Faure Report, the Russell and Alexander reports, the development of a variety of distance learning systems, the comparative success of the adult literacy campaign, the setting up of the Advisory Council for Adult and Continuing Education and, now, the debate on the problems surrounding the young adult (notably unemployment), have all contributed to interest in the movement generally referred to as continuing or life-long education. Some would regard it as genuine educational groundswell; others would describe it as a band-wagon. Perhaps both metaphors are apt but the movement is undeniably there and is the backcloth against which adult and further education broadcasting must plan in the 1980s.

After 50 years of radio and nearly 15 years of television devoted to the area, what appear to be the distinctive contributions that the broadcast media can make? The evidence comes from many fields of activity, spread across the whole range of continuing education. The adult literacy campaign, the BBC/TVC/WEA Trade Union Project, the BBC childminders series *Other People's Children*, much local radio output and the ITV numeracy project have all shown, in their different ways, that radio and television can play a vital promotional, informative, connecting role in bringing together people and facilities from a number of diverse and often previously unrelated sectors of the community in an important piece of social education. But this is all merely a start towards provision of a form of mass education for all adults who want it in a democracy. *On the Move* was attracting an audience of three million at its peak and the whole adult literacy campaign brought well over 100,000 people into a new learning community despite all the odds, which for many were considerable.

Judged against the problem, which is said to consist of two million illiterate adults, these may seem small figures but they are huge compared with anything that has gone before and they should make us hopeful but not complacent about the future.

At the other extreme the Open University is providing a university education for an unprecedently large number of people and against prediction of failure from almost every quarter. The pundits claimed 10 years ago that the students would not come forward and work at the level required and they were proved wrong. The role of broadcasting in the university is a much debated subject and properly so, but there can be little doubt that, without the BBC-OU partnership, it would not have been so successful.

It seems clear that future developments in that part of continuing education which is to have a broadcast element should build on both these experiments. In the middle we already have experience of running popular courses in, for example, parent education, leisure-time pursuits and learning foreign languages as well as specially designed O-level adult concern courses (with optional assessment) and updating projects for a wide range of jobs, including those appropriate for young adults.

This is just a start to a process which could lead to real mass education for adults, providing adequate material in the areas of leisure, work and personal development. But in order to create the necessary related services in colleges, adult centres, work places, play centres and private homes, a major political commitment is needed, and legislation will be required on such matters as paid educational leave. The open poly, tech/college network of the future must relate to the needs which people will have in the 1980s and much of the emphasis will be on practical, non-academic activity. To achieve that the whole of our society must be harnessed to help itself. Educational broadcasting is ready to increase its already big commitment to this venture. ture.

John Cain

The author is assistant controller, BBC Educational Broadcasting.

A new electrical engineering science teaching system designed to allow students to learn safely by experimentation has been introduced by TecQuipment Ltd of Nottingham. The system, consisting of equipment, books and tape/slides kits, covers experiments in direct and alternating currents and extends from the first principles through to topics such as the compound DC machine, three-phase power measurements and the transformer.

How not to convey the potency of television

Television Production for Education, by Peter Combes and John Tiffin (Focal Press, London; £4.95).

The key to this work lies in its sub-title: *A Systems Approach*. Those words do not appear on the spine or the dust-cover, and anyone ordering the book by post could be forgiven for expecting it to give some insight into the varied uses of television in education, some notion of the quality of communication offered by that medium and some idea of the power and syntax of images.

Little of all that is to be found. The authors seem bemused by the so-called systems approach: in the 78 lines of the first chapter the word "system" appears 47 times and "suprasystem" and "subsystem" nine and four times respectively. Every stage in preparing a television recording, from the most complex to the simplest, is reduced to a system and the text is larded with block diagrams containing logarithms for making appropriate decisions.

First there was language, then came linguistics. So with systems and algorithms: we set ourselves objectives and make choices all day long, and from it a theory of decision-making can emerge. The systems approach is common sense writ large, and its value is to provide check lists which help us to *deal with complex or confusing sequences of choices in unfamiliar contexts*.

This is clearly the authors' intention, but their taste for abstraction has taken them so far from the real world of commitment and communication that clarity is lost in a welter of block diagrams. The authors have taught people to make educational television in many countries: yet this book is about television merely as process, with hardly a hint that it might be a vehicle for the imagination of the teacher or the excitement of the learner.

Michael Clarke

The author is director of the Audio-Visual Centre, London University.

Word games for language assistants

Since 1973 we have been involved in a project concerned with preparing language assistants for their year abroad. Each year some 1,500 students from the United Kingdom go abroad as part of their language degree requirements. It is argued that this year's experience is essential for their understanding of a foreign language and its culture.

During a visit to France to see some of our students in 1975 we talked to many of the English teachers who supervised the work of assistants. The point was very clearly made that "assistants are rotten at explaining"!

A common approach in using assistants is to have them lead a conversation class by exploiting a textual passage. After the class has read the passage, the French pupils are given the chance to check whether they understand all the words and phrases in the text. The assistant either questions the class ". . . what does *bobby* mean?" or he *explains* the meanings of words. It is during this second phase that difficulties often arise.

The assistant has to explain the meaning of a word without using it and it seemed to us that this process could be simulated in a game. Take the word "butterfingers". This word occurred in a passage and the student was asked, "What does butterfingers mean?" The assistant in that situation has several options open: (a) translate; (b) give a synonym; (c) use the word in a known context; (d) ignore the question!

Assistants are not encouraged to use the first option. Even if the student knows the word it is often better not to give it straight back. Option (b) is often difficult and (d) is too easy! Teachers encourage the use of context, for example: "When a player in a rugby match drops the ball when it has been passed to him, the crowd *may* call him LAG" (in this case butterfingers).

Where the word appears, we substitute the word LAG. From this humble beginning, we have developed a game that simulates the work of the assistant. It is in two forms, training and context. *In LAG training, trainee assistants work in threes*: an explainer, a guesser and a referee. The referee devises a list of words or phrases on an agreed topic that the explainer must explain to the guesser, who attempts to guess the word. The explainer has a variety of explaining techniques open to him, and each technique has a score attached to it. Using two packs of cards, Technique and Word, the explainer randomly picks a technique card and a word card and attempts to explain to the guesser his word.

Ray McAleese
and Geoff Hare

The authors are lecturers at Aberdeen University.

Britain's film industry is dead, but film studies are flourishing

Film studies is not exactly a new face on the British academic scene, but as a discipline in its own right it is still struggling to establish a tenuous toehold in British universities. The present economic climate has not helped.

What has hindered the development of film studies in British universities? Probably a number of factors. Most often expressed are doubts about its academic credentials, stemming from the belief that film studies is merely an extension of going to the movies.

Furthermore, critics of film studies decry the dearth of texts, yet serious texts and scholarly journals are increasing at a terrific rate (and have been doing so for at least 10 years, although more in North America than here), and there is no shortage of teaching materials.

A third argument against film studies is its cost. Film studies *is* more expensive than most other arts courses; it is unfortunate, however, that some staff seem to accept without question proposals for expensive science courses, but reject arts courses with modest recurrent costs.

The British have, in any case, never taken film seriously. Film-making in Britain has never achieved the cultural respectability of music, literature or theatre, and many serious British film artists, unlike those in most other European countries, have had to leave the country to develop themselves. One of the major victims of this attitude has been the British film industry, now virtually dead.

For all these reasons, film has had an unattractive image in British universities. Yet today, in spite of its vicissitudes, film studies is probably healthier than ever, although its scale is still minuscule.

In 1973, Warwick, with the financial assistance of the British Film Institute, established Britain's first post specifically for the teaching of film as a part of undergraduate degree programmes. Subsequently, the BFI has pioneered developments at Keele, East Anglia (now about to introduce an MA in British cinema), Essex, Kent and most recently, Stirling. None of these yet offers a first degree in film, although I understand that various proposals are i nthe offing.

The Slade School has recently experienced difficulties but soldiers on, while elsewhere film has established itself as a real force through infiltration: for example, in Michael Weaver's English courses at Exeter and Nicholas Pronay's history course at Leeds. The first degree course in film (under the Council for National Academic Awards) has begun this year at Bulmershe College of Higher Education.

For about five years, since the establishment of the BFI-sponsored lectureship, Warwick has probably had more film activity than any other British university. Robin Wood, the first lecturer in film studies, quickly expanded his initial offering of a single option into two options (introduction to film studies and the Hollywood cinema), available to all students at the university, and a specialized option, the western, for students of comparative American studies.

Other film courses, of longer standing, continued to be offered as part of German studies (the Expressionist Movement in Germany) and French studies (the French Cinema of the 1930s). Several other lecturers, notably in history, comparative American studies and Italian, included the study of feature films as major units of individual courses.

All this activity, plus the unusually large number of lecturers who saw film studies as having an important role for the future, naturally led to considerable discussion about the introduction of a degree programme. In the expansion of the university which had begun in 1973, approval in principle had been given to a joint degree in Film and Theatre Studies, but that was dropped later when it was seen to be an uneconomic and unworkable combination.

However, the general improvement in Warwick's prospects for limited expansion over the next few years has led to the introduction of a joint degree in film and literature which begins in 1979.

The literature side of the degree —six courses, two in each year—will include a general introductory course and courses on American literature, narrative form and naturalism. These will be taught primarily but not exclusively by members of the literature departments, primarily English and German, who have particular interests in film.

The film part of the degree will not be firmly settled until the new senior lecturer in film studies arrives in October. We have been fortunate in attracting Victor Perkins, now at Bulmershe College, to head this new development.

There are no plans at present for any practical work forming part of the degree, although facilities will be available for those who wish to learn how to handle film, and as a film-maker myself, I would like basic film techniques to have a central part in the degree.

I would not be in favour of an American-style university film degree here—we have a number of good film schools, and no film industry to speak of—and I am very doubtful about the practice of assessing for degree-class purposes what are, in the long run, essentially aesthetic decisions having few objective criteria. But I believe there is a strong argument for giving students the (mandatory?) opportunity to learn how the medium of film works and how to communicate with it.

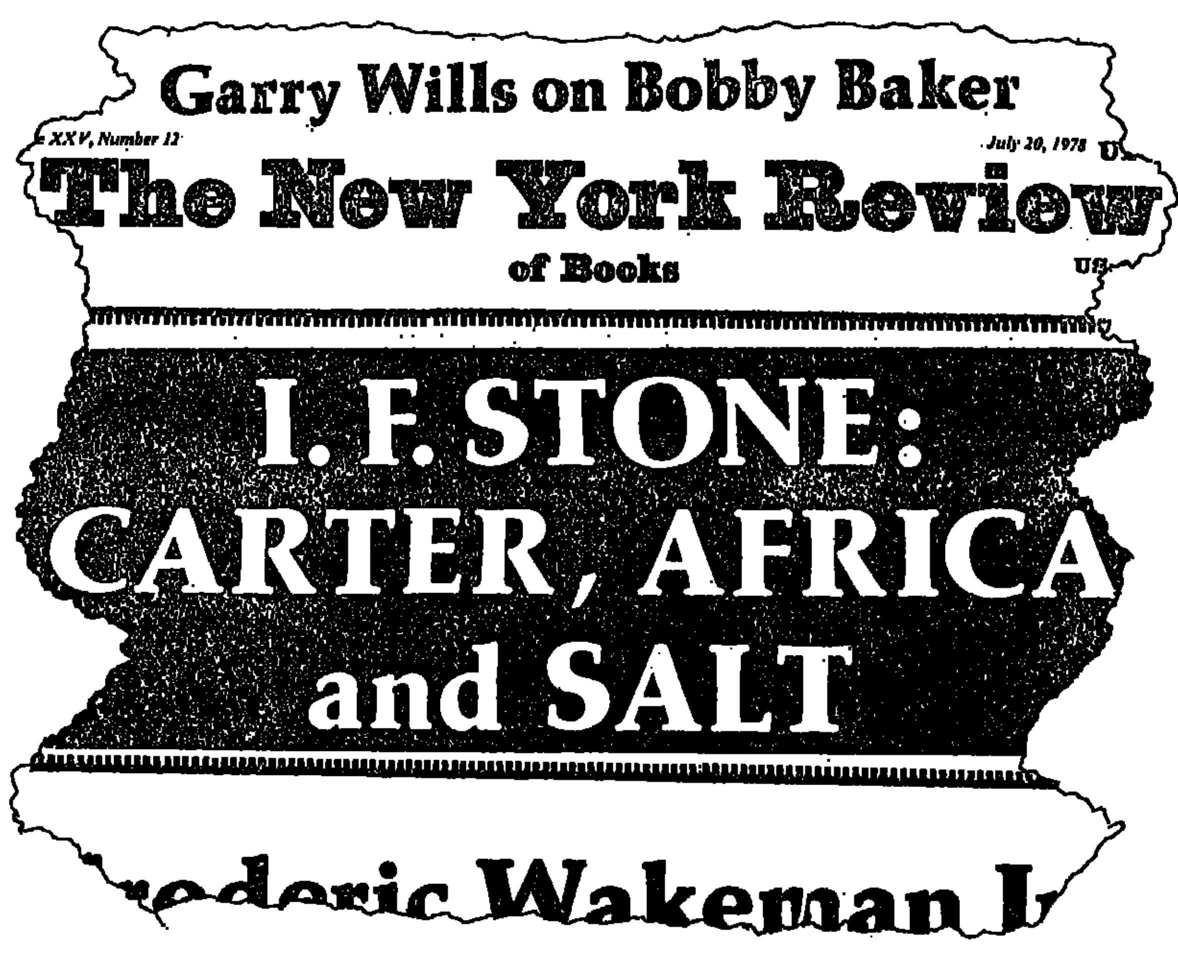
Warwick's recent merger with the Coventry College of Education, where communication studies (primarily concerned with film and broadcasting) has flourished as a subsidiary subject, offers great possibilities.

Peter Bowen

The author is director of the audio-visual centre at Warwick University.

Dennis Wrong continues our series on political/cultural periodicals

Far more chic than radical



Garry Wills on Bobby Baker

XXV, Number 12 July 20, 1978

The New York Review of Books

I. F. STONE: CARTER, AFRICA and SALT

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Measured by its circulation, the *New York Review of Books* is the most successful intellectual journal of all time in the English language. *The Times Literary Supplement* and the *New York Times Book Review* far exceed the *NYR's* roughly 100,000 readers, but they are review organs committed to reviewing all newly-published trade books whereas the *NYR*, despite its name, reviews selectively, favours long essays that often use a book as little more than a point of departure, surveys entire fields of scholarship rather than particular books, and publishes articles and even the occasional symposium on public events and personalities that have little to do with books as such. The *NYR* has always combined the features of a book review organ, a literary magazine, and a journal of opinion on public affairs.

Created in 1963, the *NYR's* original aim was to provide an alternative to the weekly *New York Times Book Review* and *Saturday Review of Literature*, both of which were commercial and middlebrow—to use a term then current—in style and coverage rather than intellectually serious and demanding (though the *New York Times Book Review* has since improved considerably under pressure of the *NYR's* competition). The *TLS* was roughly the *NYR's* initial model and to an extent unmatched by other American journals it has always drawn as heavily on British scholars and critics as on native talent. Regius professors of modern history and provosts of Oxbridge colleges have from its early days appeared side-by-side with American radical journalists and avant-garde critics previously confined to the pages of "little magazines" and academic literary quarterlies.

Yet the *NYR* began as an unmistakable product of the milieu of the "New York intellectuals", a circle now becoming the object of the sort of biographical, historical and even sociological scrutiny to which Bloomsbury has been subjected for some time. The parent, or perhaps grandparent, of the *NYR*, as well as of at least four other journals still in existence, two of which have already been discussed in this *THES* series, was the *Partisan Review* of the late 1930s and the 1940s. Originally an organ of the Communist Party, *Partisan Review* broke with the Party over the Moscow Trials and eventually reappeared affirming a joint commitment to the politics of the anti-Stalinist Left and to modernism in culture. Both concerns lacked at that time any roots in either American politics or the academy. The Jewish origin, though scarcely identification, of the editors and their circle enhanced their self-conscious "alienation", a word they are chiefly responsible for endowing with its present meaning. They also defined themselves as "intellectuals", giving that term too the special aura, reverential to some, offensively "elitist" to others, that it has acquired in Anglo-American culture.

The New York intellectuals began to break out of their political and cultural isolation after World War II when the Soviet Union became America's chief enemy abroad and the expanding universities at last recognized the great writers and artists of the early part of the century. Always a quarrelsome breed, their unity was shortly strained by the rise of a right-wing anti-communism demanding an even more aggressive American foreign policy and threatening the civil liberties of writers and jobholders who had supported the Popular Front liberalism of the late thirties and the years of the wartime Russian alliance. Caught between their equal detestation of Joseph Stalin and Joseph McCarthy they split over the kind and degree of support to give to the policy of containing communism abroad and the weight to be given to opposing McCarthyism necessarily in alliance with Liberals who until 1956 continued to cherish many illusions about the "progressivism" of the Soviet Union. That was a long time ago in another country, but it needs to be recalled today in view of the sympathetic hearing accorded the attacks by former fellow-travellers like Lillian Hellman on the New York intellectuals for their alleged silence on and even complicity with McCarthyism—attacks that in any case acquire minimum plausibility only if their targets are credited with a celebrity and influence that they did not attain until a decade later, especially after the appearance of the *New York Review of Books*.

McCarthyism and the passions it stirred abated after 1954 and Kennedy's election in 1960 found the New York intellectuals more politically united than they had been since the late 1940s in support of a critical left-liberalism. The end of the acquiescent conservatism of the Eisenhower years and the new administration's publicized attention to artists, writers and critics even produced a euphoric mood. The founding editors of the *NYR* calculated that the moment had come to reach out to a wider audience and launched the review during a long newspaper strike. The early issues read like the collective product of the entire New York intellectual world; the contributors included the editors of *Partisan Review*, *Commentary* and *Dissent* as well as the future editors of *The Public Interest* which was born two years later. Woody Allen's joke in *Annie Hall* about *Dissent* and *Commentary* merging to produce a magazine called "dysentery" was borrowed from the comedian Mort Sahl who used it in the early sixties when neither journal would have felt outraged by the suggestion. (Woody made a handsome contribution to *Dissent*—on the editorial board of which I serve—when this was pointed out to him.)

A few years later the unity and the euphoria had vanished and so had the distinctive ethos of the New York intellectuals. No doubt greater influence and institutional power in the universities and the media would have produced this result anyway, but the immediate cause was the political ferment on the Left of the late 1960s. Today the six journals originating wholly or partly in the New York intellectual milieu divide neatly into half on a recognizable right-left axis: *Commentary*, *Encounter* and *The Public Interest* on the right, *Dissent*, *The New York Review* and *Partisan Review* on the left. The trios on each side share many contributors, but very few writers appear on both sides of the line.

Yet this present alignment is itself only a few years old. In the late sixties the *NYR* in its political articles moved sharply to the left, supporting protests and disruptions on the campuses, the more extreme forms of demonstration against the Vietnam war, and the militant black power factions that emerged out of the civil rights movement.

I still run into people who claim they stopped reading the *NYR* when in 1967 at the time of the Detroit and Newark riots it printed a diagram showing how to make a Molotov cocktail on its cover and its lead article called for revolution and dismissed Martin Luther King as an amiable, do-gooding relic from the past. The increasingly radical tone of the journal was largely sustained by established intellectual figures like Noam Chomsky, Jason Epstein, Edgar Z. Friedenberg and Mary McCarthy, but the *NYR* also occasionally opened its pages to such "Movement" activists as Stokely Carmichael (who struck an antisemitic note), Tom Hayden, Jerry Rubin and Daniel Berrigan. At the same time it printed attacks on former contributors and dropped several writers who had played a major role in initiating its valuable anti-Vietnam reportage but who had elsewhere criticized the growing mindlessness and authoritarianism of the New Left. The counter-move to the right of a number of New York intellectuals and the publications they controlled began at this time, although for others opposition to the *NYR* remained intra-mural, as it were.

I feel obliged to report that I played a role in the controversy as the author of a long article criticizing the *NYR's* politics published in *Commentary* in the Autumn of 1970. The article inspired a flurry of letters and editorials in other journals and even a full-length book, for the rumbles among intellectuals had now acquired a certain news value. At about the same time Tom Wolfe coined the phrase "radical chic" applying it directly to the *NYR* and the Manhattan social circles in which its editors moved. The year 1970 witnessed the explosions in the universities over Nixon's spring invasion of Cambodia which led to the fatal shooting of four students on an Ohio campus and the tumultuous Black Panther rally at Yale and were followed by Nixon and Agnew's exploitation of "backlash" against the protests in the congressional election campaign. To many of us it seemed that an ominous confrontation was in the making and it was in this context that I criticized the *NYR* for abetting it. But the events of 1970 proved to be the last spasm of the student rebellion and the anti-war movement, nor did the Nixon administration succeed in inflaming the electorate against them. Along with others, I ceased, after many years as a contributor, to write for *Commentary*, which quickly adopted the strident, indiscriminate and utterly predictable anti-left (rather than genuinely conservative) outlook it continues to display. The *NYR*, meanwhile, unmistakably ended its flirtation with the radicalism of the declining New Left. The Sixties were over and Watergate shortly generated a popular backlash against the original backlashers themselves.

Even during its brief "bomb on the cover" period the *NYR* continued to rely on eminent intellectual figures and academic authorities, many of them English, for its cultural and scholarly reviews. Its dalliance with the New Left did not extend to the so-called counter-culture: there were no essays discerning profundities in the Beatles or hailing Kurt Vonnegut as a major novelist. Today the cultural and scholarly coverage is much as it has always been and, if too selective and sometimes too long-winded, it remains indispensable to those who wish to keep abreast in fields other than their own. The articles on national politics are for the most part useful high-level journalism, well-documented from a thoughtful left-liberal perspective. There is a continuity with the old anti-Stalinism of the New York intellectuals in the attention given to events in Cambodia, Soviet dissidents, and more parochial matters such as Allen Weinstein's research on the Hiss case, parts of which were first published in the *NYR*.

The social and political criticism, however, strikes a rather different note. The most frequent contributors to the *NYR* in recent years have been Gore Vidal and Garry Wills, a pair of talented and versatile writers who specialize in the outrageous put-down and the witty deflation of the pieties of American politicians and political folklore. Far from sounding "alienated", both of them, sometimes joined by J K Galbraith, write as obvious insiders of the world of power and wealth. Vidal indeed might be described in several senses as a pornographer of status: he sneers at the rich and the pedigreed in left-wing accents at the same time that he lets us know he is by origin one of them.

Most of these NYR writers are entertainers rather than serious political analysts. In the far more outré tones that pass for sophistication in the 1970s they are more reminiscent of the old New Yorker than of the old Partisan Review—we are light years away from Greenwich Village cold water flats, the children of Jewish immigrants, and the high seriousness of the old New Yorker intellectuals. This would be of little more than sentimental significance if one could see the *NYR* providing the kind of political and intellectual leadership to the American Left given to the right by their neo-conservative counterparts discussed by Robert Lekachman in an earlier contribution to this series. But despite its wide readership, the *NYR* scarcely fills this role. The "chic" is far more pervasive than the "radical".

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Who needs heads of department in FE colleges?

What does a head of department in a further education college actually do? I have never been a head of department so I can't answer this question from the inside, but from observation of heads in three different FE establishments over a number of years I believe the answer to be "not much".

I hasten to add that this is not because the heads concerned were lazy but simply that the job does not really exist. In most cases they managed to fill their time from say 10 am until 4 pm, but actual results were pretty minimal.

This must be particularly true at the present time when expansion is impossible, new courses are few and far between, and posts rarely fall vacant, so that a potential area of decision making has been, for the time being anyway, virtually eliminated.

I believe some heads do actually teach a few hours a week, but none that I have worked for have done so, whatever their time tables may have said. As one said to me: "It wouldn't be fair on the students—I'd have to cancel so often for meetings". Well, it is true that heads attend a lot of meetings but in many cases there are not very productive.

To take one example, there is usually a weekly meeting of the heads with the principal which lasts a whole afternoon, mostly because the principal likes to have a captive audience, there is no formal agenda and he has to fill up his time somehow. Most colleges have some sort of news sheet and this might be a much better way of disseminating ideas and information which rarely percolate to the chalk-face from heads' meetings.

A lot of a head's time is taken up with personnel work, in helping and advising his staff, chivying the slack, and discussing prospects with the ambitious and constantly trying to get staff to cooperate with each other. Usually he is not very good at any of this. He is not trained for the counselling side of this work, and he has responsibility but no power so that he can offer neither rewards nor sanctions.

The other major element in his day is general administration and dealing with paper work. Most of this work gets "delegated", ie, passed on to someone else anyway. Since heads are not trained in administration and have time to fill up, they make heavy weather of this. An efficient secretary could deal with this in less time than most heads.

Could we dispense with heads of departments? I believe the answer to be yes, if we are trying to cut costs and improve efficiency. A college would need a professional personnel officer to deal with staff problems and section heads would need more (or some) secretarial help. Section heads are busy people with heavy teaching loads, so meetings would be short and structured and committees nearer the ideal size—one person.

More people would be involved in decision-making and therefore more satisfied with their work and quite a lot of money would be saved. Two problems occur to me though. Promotion prospects for teaching staff would look a lot worse. And we might be moved to raise the next question—what does a principal in further education really do?

Margaret Davis

The author is a senior lecturer with 10 years experience teaching in a college in the south of England.

Our National Health Service is 30 years old. Rudolf Klein argues that it has performed well

An unquestionable British success

To celebrate the thirtieth anniversary of the National Health Service by hailing it as one of the few unquestionable British success stories of the post-war era is to risk being accused of complacency. More than that, it may seem positively perverse. Here is a service where doctors almost daily lament the inadequacies of the care they provide, where strikes appear to have become a chronic condition, where the very fabric of many of the hospital buildings appears to proclaim decades of neglect and where politicians of all parties seem to agree that the patient is suffering from financial malnutrition. How, in these circumstances, can it make sense to talk about the "success" of the NHS?

One answer to this question might be that, after 30 years, we tend to take some of its most important achievements for granted. To have divorced access to medical care from access to money is, surely, a major advance. In retrospect, it may no longer seem as self-evident to us as it did to Nye Bevan that this can only be brought about by a free health service: a comprehensive, national system of insurance might have done the trick as effectively, though probably more expensively. But if a nation needs symbols to celebrate the fact of shared citizenship and shared beliefs the health service is probably as effective a one as it is possible to devise; the NHS hospital is, as it were, the cathedral of the welfare state.

Another answer to the question might be that the NHS is, as a matter of measurable fact, considered to be a success by the great majority of the British public. Over the years public opinion polls have continued to show a very high degree of satisfaction—in excess of 80 per cent—with the health service. In this respect the NHS tends to score much better than other public services, such as education. Although surveys have uncovered specific discontents—with the manner of some doctors or the daily regime of hospitals—there is no evidence of the sort of groundswell of criticism that has tended to lap away at the foundations of other British institutions, such as Parliament. Even the obvious fallibility of individual doctors or hospitals—and horror stories abound—does not seem to have undermined faith in the NHS as an institution.

Facets of the NHS: Top, Charing Cross Hospital old and new. Bottom: a team of surgeons perform a life-saving heart operation.

Consumer deference

Moreover, this faith is reflected in people's behaviour. If the NHS were failing to provide adequate services, that should surely be reflected in the growth of private practice; indeed, one strong argument for having a private sector of health care is precisely that it can act as a kind of thermometer, measuring discontent or inadequacy in the public sector. But there is no sign of any such growth (although reliable figures are hard to come by). On the contrary, since 1974 the number of subscribers to insurance schemes like BUPA has actually fallen. This is not the whole story by any means, for many private consultations may not even appear in the statistics of income reported to the Inland Revenue, but it does not look as though there has been a consumer revolution against the NHS.

So we are left with something of a puzzle. There is, on the one hand, the evidence of the doctors. They are quite clear that people are actually dying today because the health service is short of the resources required to provide technically feasible standards of care. In many cases, such as renal dialysis, their claim is indisputable; people whose lives could be prolonged are being turned away to die. The same could be said of other less dramatic — life-enhancing rather than life-saving—techniques; plastic hip replacement surgery is a case in point, where a great many elderly people could lead far more pleasant lives if only the facilities were available. Yet notwithstanding, there is the reality of consumer satisfaction. Partly the reason may be ignorance, though—given the activity of the media—that argument is no longer as convincing as it once might have been. Partly, too, the reason may be consumer deference: people may not like to criticize a service provided by high prestige professionals or may simply be too grateful for what is done to carp about what is not done. For the vast majority do get treated, and survive.

But there may be a further, more interesting, reason for the discrepancy between professional and popular attitudes, stemming from a basic tension between the nature of professionalism and the aims of public services like the NHS. Professionals are trained to do their utmost for the patients or clients in front of them, to provide the best possible forms of treatment, advice or care. Public services are about rationing scarce resources: the explicit or implicit aim is to share out what is available in the most equitable way that can be devised even if that means that some people get less than the technical optimum or ideal.

Two further factors, one perhaps temporary, the other endemic, reinforce the tension within the NHS. The first is the decline in the real income of doctors. Like other professionals, such as university teachers, doctors have seen their salaries squeezed by the combination of pay policy and taxation. A recent report by the review body on doctors' and dentists' remuneration estimated that the living standards of GPs and consultants fell by almost a fifth between 1975 and 1977. Add to that the fact that differentials have been eroded—indeed promotion to the consultant grade can now actually mean a drop in earnings for the senior registrar—and it is not surprising that morale has suffered. So it is in the interest of the medical profession to advertise the deficiencies of the NHS in order to draw attention to their own demands for more resources; conversely, they have little incentive to invest effort in stretching what is available.

This squeeze of middle-class earnings may, perhaps, be a temporary phenomenon. The second factor reinforcing tension within the health service is, however, likely to be permanent. That is that standards of medical care are international, while national income is not. In other words, the standards of what can and ought to be done medically are set in countries which are much richer than Britain: these countries have the resources to introduce new life-saving or life-prolonging techniques (though they may also have perverse incentives to introduce them indiscriminately and wastefully, notably in the case of the United States). Given the fact that medicine is an international profession, in which not only ideas but people are mobile, it is inevitable that doctors should feel frustrated. The gap between the ideal of the best available treatment for everyone—the, perhaps, naive ideal of the founders of the NHS—and the reality of rationing and making-do with the second-best seems to be, if anything, widening; and if the dissatisfaction is not so far, mirrored in the attitudes of consumers, that may only be because of the time-lag in the information available to them.

So, not surprisingly, there is much talk about the inadequacies of the NHS's finances. The British system of health care has failed, it is often argued, because the NHS has been starved of adequate resources. This view seems to be common ground between Right and Left, though, naturally, there are sharp differences as to how the difficulty should be overcome. But what are "adequate resources"? If the NHS were assessed according to how far it provided the best possible care for everyone, judged by international criteria of what is technically feasible or professionally desirable, that would be a recipe both for national bankruptcy and permanent discontent with the health service.

Indeed, the view that the NHS suffers from acute under-financing is an interesting example of the power of popular myths. In one, trivial, sense it is obviously true: there is not enough money to achieve what everyone would like to do, and it would be easy to draw up a menu of urgently desirable aims of policy, such as the destruction of the remaining institutional Bastilles of mental care. But precisely the same could be said in every sphere of public policy. The welfare state is a machine for generating more demands than can ever be satisfied, since it institutionalizes the interest of the professional providers in maximizing standards of provision, as defined by them.

What other, less trivial, evidence is there that the NHS is under-financed? One possible way of trying to answer that question is to make international comparisons. These would, at first sight, appear to substantiate the complaints. Britain does spend a lower proportion of national income on health care than, say, the United States, Sweden and the Federal Republic of Germany: under 6 per cent, as against 7.4, 7.3 and 6.7 per cent respectively. Against that must be set the fact that the proportion of national income spent on health appears to be a function of wealth: Britain's position in the international league table is almost precisely what might be expected, given the country's resources.

More crucially, Britain would still not be spending as much on health care per capita even if the proportion of national income devoted to the NHS were to rise to the levels in those other countries. There would, in all likelihood, still be a gap between international standards of what can be done and British achievements. That follows from the fact that the income a head of population in these countries is twice that in Britain; even France and the Netherlands are much wealthier. The real trouble is not that the health service is under-financed. It is that Britain is under-financed. The resources and inadequacies of the NHS accurately reflect Britain's poor economic performance over the past 30 years. The real question is not how Britain's health services compare with those of the United States, Sweden or West Germany. It is how they compare with those provided in countries like Italy, Spain and Greece, where income a head is nearer to that of Britain, if somewhat lower. The answer, surely, would be that they compare extremely well.

In assessing the achievements of the NHS, it is probably best to avoid getting entangled in the futile debate about whether or not it is under-financed. The relevant questions to ask are: given its resources, does the NHS use them well? and given also that rationing is inevitable in any health care system—as even the Americans recognize—is Britain's system equitable and fair?

The available evidence suggests that the NHS is, by international standards, parsimonious and efficient in its use of resources. In contrast to most other western countries, the absence of a fee-for-service system of paying doctors means that the medical profession has no incentive to generate extra demands. Extra demands do not mean extra income, only more work. So unlike, say, the United States, Britain has had no epidemic of hysterectomies or tonsillectomies. The introduction of new technologies or new equipment, such as the CAT scanner, tends to be carried out cautiously. It may be that lack of funds can have the positive advantage of preventing the indiscriminate diffusion of untested procedures.

Chain of reaction

Most crucially, perhaps, the NHS has managed to maintain a system of general practice. This means that minor complaints are dealt with cheaply at the initial point of contact with the patient, instead of automatically setting off a complex chain reaction of referrals to specialists, as in other western countries where the all-round family doctor is in danger of becoming an extinct species. All in all, therefore, there are good reasons for asserting that Britain gets a better health service, relatively speaking, than international comparisons of expenditure would imply. Certainly other countries are far from congratulating themselves on spending more than Britain; when people in the United States or West Germany talk about the crisis of health care, they mean the problem of cost-containment.

When we turn to the second criterion, that of equity or fairness in the rationing of scarce resources, the NHS again appears to have done reasonably well compared to other health care systems. The concept of equity in health care is, of course, bedevilled by theoretical problems of definition and practical problems of measurement. It is easy to define equity as being equal access to health care for people with equal needs, but unfortunately, in the present state of knowledge, it is impossible to measure need in a satisfactory way. Still, we do know that the NHS is a powerful instrument for redistributing resources towards the least well-off, in particular the elderly, who occupy half the health service beds.

Whether the NHS redistributes sufficiently is at present a matter of debate. Although the poorest members of the community get a disproportionate share of health care resources they have a still higher proportion

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Tyrrell Burgess urges the council to consider the consequences

Danger lurks in CNAA's new set of regulations

Tyrrell Burgess: "A misunderstanding about what its (CNAA) job should be"

Great damage is as often done through inadvertence as from malice. Next Tuesday the Council for National Academic Awards will be invited to approve a new set of regulations for its first degree and DipHE awards. It is my belief, and there is a growing feeling in polytechnics and other colleges, that these regulations will alter the nature of the council, change its relationships with colleges, undermine the distinctive nature of public sector higher education, inhibit academic initiative and innovation and, when all this is obvious, endanger the existence of the CNAA itself. *The most sensible thing the council can do on Tuesday is to defer its approval until it has had a chance to consider these consequences.*

The occasion for revising the council's regulations arises from recent changes. These include the merger of the CNAA and the National Council for the Diploma in Art and Design; the institution of the DipHE; the development of courses based on modules and credit accumulation and an accumulation of policies adopted since the regulations were last revised. The laudable side of the now regulations is an attempt to accommodate within them existing experience and innovation. One defence of the complexity of the new regulations is precisely that they do seek to allow for very many more possibilities.

In response to criticism of earlier drafts the new regulations now include an introduction which reaffirms the council's commitment to the freedom of institutions to devise new types of courses and which makes explicit the possibility that institutions might propose courses which do not comply with the regulations. There is to be a standing committee to consider amendments to regulations if these restrict desirable innovation.

What, then, is wrong? The objection can be briefly stated: the proposed regulations are immensely long and detailed, and they seek to settle by regulation questions which are properly matters of judgment. Altogether, and leaving out the introduction and 11 page statement of general principles, the regulations cover some 36 pages of close type, with 93 explanatory footnotes. As for the detail, paragraph seven on "supervised work experience" has 24 sub-sections. The section on the normal minimum entry qualifications manages to distinguish between GCE passes in five subjects including two at A level and GCE passes in four subjects including three at A level. There are more than two pages on partial exemption from the taught element of a course, and one regulation about exemption even insists that where an exemption is granted the student will be expected to study something else.

It is important to realise that the objection to this sort of thing is not that individual regulations are necessarily in themselves bad (though with all the work that has been done on them, some are still confused, ambiguous and even incomprehensible). It is that the council should not be regulating in this way at all. They derive from a misunderstanding about what the council is and what its job should be.

The council's charter says it is to advance education, learning, knowledge and the arts by granting academic awards and for this purpose it is to determine the conditions governing its awards and approve courses to be followed by candidates to qualify for them. In particular it may set up committees to ensure that its awards are comparable in standard to those granted by universities and to approve courses of study. In other words, the CNAA is not a university, polytechnic or college but a validating body. Validation is the essence of its task and validation is a matter of judgment. This cannot be performed even in principle through the making of regulations, because its characteristic activity comes at precisely the point where rules, precedent, tradition and compatibility do not apply.

The distinctive relationship which the CNAA (following its predecessor the National Council for Technological Awards) has established, is that institutions have the initiative in proposing courses, and the council validates those initiatives. Detailed regulations are apt for particular courses. More general regulations are also apt for institutions. It is not apt for the council to elaborate long and detailed regulations constraining the initiatives of colleges and their staffs and students.

The proposed regulations threaten to overturn the balance of this relationship. It is the first and major step on a short road back to an arrangement similar to that by which new university colleges were required to prepare for external degrees of London University—a system which the CNAA and its predecessor were expressly designed to replace.

Of course, the CNAA does have to make regulations: the argument is about what kind of regulations it has to make. I suggest that there are three kinds which it must make. The first kind defines what validating committees and groups must do in the exercise of their responsibilities, saying what validating groups should examine when they are considering course proposals.

This kind of regulation arises from statute 8(5)(b). A second kind of regulation would be directed at the operation (not the content) of courses. This would be brief and would require colleges to conduct courses in accordance with their approved schemes and would define the nature of the control to be exercised over a course by staff, academic boards of institutions and external examiners. The third kind of regulation would say what awards the council could grant and lay down the procedural and technical conditions for granting them.

What the council does not need to regulate in detail are the aims, balance and nature of a course, its length, supervised work experience, admissions and exemptions, the progression of students or assessment. These are properly the subject of validation and not of prior regulation by the council itself. The job of the council is to so regulate validation that it includes consideration of these matters. It must validate the regulations which the college makes on these questions for the conduct of a particular course but not predetermine what these should be. Regulations for the conduct of courses are essential but they should be formulated at the level of the course and be a matter for validation.

The CNAA is being invited to go a different road from this, to regulate minutely and in detail in such a way that cannot but inhibit the initiatives of colleges, destroy the will to innovate and lay open the prospect of success in gaining CNAA approval either to conformists or barrack room lawyers. The temptation in a college simply to copy out these detailed regulations as the regulation for individual courses will be overwhelming. The immense achievement of the council hitherto in encouraging fundamental thought rather than the peddling of received regulations will be undermined.

This is especially serious for the public sector of higher education which is meant to be responsive to individual, social and industrial demand. An education system responds, if it responds at all, at the level of the course. These new regulations will make such a response difficult to the point of impossibility. (They will also undermine existing initiative and innovation: probably most of the council's existing courses do not meet these new regulations.)

The council may take comfort from the thought that there has been very little public discussion of these new regulations or dissent expressed from them. There has of course been a certain amount of committeemanship inside the council which has had the effect of muting objections. It may also be significant that the one committee of the council which has best understood the threat implied by the new regulations is the DipHE group which has been responsible in recent years for the Council's major innovation and, unlike any other committee, has a wealth of experience which transcends the boundaries of subject disciplines. It is because the DipHE group cannot rely on received assumptions about what constitutes courses that it understands what is and is not apt for regulation. Indeed the group is the only one of the council's committees which covers the same range of subjects as the council itself.

There is, finally, a more sinister reason for apathy about the regulations. A large number of polytechnics and substantial colleges can see that with regulations like those proposed it will be possible to argue that the CNAA has become an unnecessary burden to self-respecting institutions. The movement to escape from the council's jurisdiction will become overwhelming the moment these regulations are approved. It will be hard for those of us who have supported the council since its inception to argue that this is wrong.

Just as the academic and institutional health of the British universities depended upon the ending of the University of London connection, so the academic and institutional health of public sector higher education will require very soon the abolition of a CNAA with regulations like those proposed. The timetable for the imposition of the new regulations is in any case clearly unrealistic. On Tuesday the council should think again.

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In praise of bad lecturing

It is embarrassing to be praised for irony when one intended high seriousness; and generous though Professor Ross's comments are on my video-tape of *How Not to Lecture* (*THES*, June 23), his praise appears to stem from a misunderstanding. A brief analysis of the deep, as distinct from the surface, grammar of the title will show what I mean. It is not: "How not to lecture" but "How: Not to Lecture". For the art of bad lecturing—which I sought to illustrate—is essential to at least three of the functions which the university fulfils in modern society.

It is, to begin with, inseparable from the proper attribution of Firsts, II(i)s, II(ii)s and Thirds. Submit 50 undergraduates to the spell-binding performances which seem to constitute Professor Ross's ideal, and what do you get? Fifty II(ii) quality regurgitations of the arguments, hypotheses, examples and objections which have been hypnotically fixed in their minds. For the whole point about a performance is that it fascinates; and the sole possible result of fascination is compulsive repetition. Frame the questions how you will, the results will be the same. From A. J. P. Taylor-like lectures, you will receive what American economists used to call Taylorized answers: uniform, mass-produced, indistinguishable from one another by their second-hand, reflected brilliance. No fails, admittedly; but no genuine Firsts either.

Take, in contrast, the system which others, alas, apart from Professor Ross, seek to eliminate. By a subtle blend of inaudibility and incoherence, the lecturer drives all the students whose mental equipment genuinely fits them for university study directly to the library or coffee lounge. There, infuriated and excited by the unavailability of ready-made solutions, they use books, periodicals and one another's minds to make themselves aware of what the bad lecturer has so wisely hidden from them.

In so doing, they introduce themselves to the two activities which constitute the essence of university work: research; and the exchange of ideas through conversation. Bad lecturing is thus inseparable from the true purposes for which the university exists, and I for one shall continue to do it intentionally as well as by accident. Though I confess that I find it fortunate, as a prospective patient, that I do not work in the faculty of medicine.

Philip Thody

The author is professor of French literature at Leeds University.
How Not to Lecture is still available from the Leeds University Television Service.

Unquestionable British success story

from preceding page

of illness and disability. Moreover, there is some evidence that articulate middle-class patients get more out of the NHS qualitatively, by way of preventive services and attention from staff, than do working-class people. As against this, the main rationing instrument of the NHS is the queue: although the service may be free in the sense that it imposes hardly any money charges, the patient has to pay in time. So, in effect, the system is biased in favour of those who have plenty of time but no money: for example, the unemployed and the elderly.

The debate about equity in the NHS is unlikely to be resolved quickly; indeed, the Department of Health and Social Security has set up a committee to examine the issue of inequality. But the experience of the education system should, perhaps, be a warning against relying on any single social service to act as the instrument of egalitarian engineering (assuming that to be the desired aim of public policy). Equality of provision will not necessarily guarantee equality of treatment, if different social classes have different abilities to get the best out of a given amount of resources. If better-educated patients can get more out of the NHS than the less articulate and worse informed, that may be a problem which cannot be solved within the context of the health service alone.

Moreover, there are other dimensions of equity apart from the treatment of different social classes. There is, to start with, the issue of equity between different kinds of patients. Traditionally and internationally, health care systems are biased towards the treatment of acutely sick patients, those for whom medical science can actually do something. Others, such as the mentally handicapped and the senile, have habitually been stored away in large institutions where they tend to be socially invisible.

Over the past decade or so, the NHS has made a conscious attempt to reverse those priorities: to provide better facilities for those in the long-stay, chronic sector and to emphasize community, rather than institutional care. To an extent that has been successful, though the achievement still lags behind even the DHSS's idea of what is desirable by way of staffing and community homes.

The attempt to move in this direction, when the growth in the number of elderly people has been putting increasing pressure on the acute sector, further helps to explain the strains within the NHS. If society's definition of equity expands faster than the national income as seems to have been happening in the case of the health service, then there must either be a massive switch of resources towards the health sector or there will be sharpening conflict about the distribution of available funds. When, additionally, the Government is not only seeking to change the balance of care between client groups but also to achieve a more equitable geographical distribution of funds, discontent, demoralization and bitterness are inevitable.

So, in a sense, the conclusion would seem to be that there is little wrong with the NHS that could not be cured if Britain's economic performance were better. The difficulties of the health service are, to a large extent, the difficulties of Britain. The expectations we have of the NHS, such as the expensive new hospitals which are now coming on stream, were largely shaped by the economic optimism of the 1960s: the assumption that growth would permit both higher standards and more equity, washing away conflicts over distribution.

The problems of the NHS mirror wider societal problems in other ways as well. If Britain's economic performance is such as not to permit the luxury of achieving new social policy aims by means of spending more in total, the alternative strategy could be to redeploy existing resources and to use them more efficiently. Unfortunately, the NHS is a model in miniature of the stalemate society. According to the text-books, the service is an example of medical syndicalism: of an organization in which the professionals have the power to participate in decision-making and to veto change.

But the *great revolution* (no less a word will do) of recent years has been to diffuse and multiply the power to stop things happening in the NHS. Where the medical profession led, other health care professions have followed; and so, too, have the trade unions. If anything it is now more difficult to close a redundant hospital than it is to shut a surplus steel mill or car manufacturing plant.

Partly this is a result of the much-criticized reorganization of the NHS in 1974, which festooned every institutional layer with advisory and consultative committees in an attempt to keep everyone happy. More fundamentally, however, the health service seems to reflect a general societal trend: the divorce between responsibility for deciding on policies and power to implement them (hence, of course, much of the current disillusion with politicians). The logic of workplace syndicalism—the power to veto change—is surely corporate policy-making at national level, so that all professions and trade unions involved in the NHS would share responsibility both for making and for implementing policy, while Parliament would become a national community health council representing the consumer interest.

The author is professor of social policy at Bath University.

BOOKS

Manners maketh man and state

The Civilising Process
volume 1: the history of manners
by Norbert Elias
translated by Edmund Jephcott
Blackwell, £8.50
ISBN 0 631 18930 0

At last we have an English translation of the first volume of what many have considered a great, though long unrecognized, classic of twentieth-century sociology.

Norbert Elias's *Über den Prozess der Zivilisation* was first published in Switzerland in September, 1939. As Bryan Wilson commented in a tribute to Elias on his eightieth birthday last year, that was "a time when the British, with other things to think about, were unlikely to be receptive to a German work on, of all things, civilisation". Nor, for that matter, were the Germans likely to be much more responsive to such a work by a Jewish author. On the other hand, the Germans could at least read the book when it was finally reissued in 1969, and since then Elias, though now British and resident in England, has become a celebrated figure on the continent.

Elias was assistant to Karl Mannheim at Frankfurt (where, oddly enough, they were tenants in the *Institut für Sozialforschung*) until 1933. On leaving Germany, he conducted research first in Paris, then in London. *The Civilising Process* is the product of these years. In England, Elias did pioneering work in group therapy, but it was not until 1954 that he obtained a regular university post, at Leicester. On retirement, he was briefly professor at the University of Ghana, returning from there an expert on West African art. The years since his return to Europe in 1965 have been his most productive since the 1930s, with a stream of important books and essays appearing in both English and German. *The Civilising Process*, however, remains his *magnum opus* and the key to all his later writings.

So what is the book about? It is about the connexion between social structure and personality structure. But Elias, unlike Talcott Parsons and others who have discussed this issue in the post-war years, does not approach it through abstract, atemporal and ultimately unfruitful analytic categories. Rather he proceeds simultaneously on theoretical and empirical planes, through examination of two long-term trends in European history since the Middle Ages. One is the development towards more "civilised" behaviour and more elaborate codes of manners, bound up with changes in the "tension-balance" of the personality, rises in shame thresholds, and less freedom in the expression of affect. The second is the process of state formation and the internal pacification of society—the development of absolutist court societies out of feudalism, and of the modern nation-state out of absolutism.

Elias's central thesis is that these two processes are closely interconnected. "If over a larger or smaller area the people are forced to live in peace with each other, the moulding of affects . . . [is] very gradually changed as well." In other words, the increased social control which comes from the centralization of political power and more complex webs of interdependence is also associated with rising standards of self-control. In fact the boundary between external social constraint and "internalized" self-control is not so distinct as it is often conceived, and it gradually shifts in the course of history. Unfortunately, the first volume no more than touches on state formation, so there is a danger that this central argument of Elias's may be overlooked until the publication (promised for next year) of the second volume, in which a theory of state formation is presented and an overall explanation of the total "civilising process" is sketched.

Manners maketh the first volume. Elias's principal sources in studying their development are the numerous "manners books" which from the thirteenth to the nineteenth centuries set out the changing standards of the times for some very basic matters. "Etiquette" books would be too grand a term, certainly for the earlier ones. The authors, Erasmus notable among them, tell their readers how to handle food and conduct themselves at table; how, when, and when not to fart, burp, and spit; how to blow their noses; where and before whom to urinate and defecate; how to behave when sharing a bed; and so on. In earlier centuries such matters, which now seem self-evident and which cause embarrassment, were discussed openly and frankly, causing no shame. And they needed to be discussed. Gradually, from the Renaissance, a long-term trend becomes apparent towards higher standards of self-control and more elaborate codes of behaviour. The trend is seen in each of the aspects of manners examined by Elias. To take two simple examples, the fork and the handkerchief slowly—very slowly—came into use. These and other refinements were first adopted in courtly circles, and became *de rigueur* in the absolutist courts of the seventeenth and eighteenth centuries. The permanent interdependence of people living together at the courts led to pressure from above "toward a stricter regulation of impulses, and therefore toward greater restraint". For example, in the late sixteenth century, courts made regulations against the widespread practice of urinating and defecating in case of urgency in corners, corridors and on staircases.

To the modern mind, it seems obvious that such changes must have come about for reasons of hygiene. But Elias is able to show that in each case thresholds of shame and embarrassment rose and standards of behaviour changed *first*; only later were reasons of health and hygiene advanced as *post facto* justifications of the new standard. For instance when spitting was accepted and commonplace it was considered unhealthy to retain sputum; only well after spitting became socially unacceptable was it considered unhygienic. "Rational understanding", says Elias, "is not the motor of the 'civilising' of eating or of other behaviour". The reason most frequently given for new standards of restraint is that the former unrestrained behaviour shows a lack of respect for associates, particularly one's social superiors. Reasons of health become prominent only in the later period when upper-class standards are being spread to all ranks of society.

Elias's account of the connexion between changes in manners and in social stratification and social power is complex and fascinating. He argues that from the Renaissance onwards, "feelings and affects are first transformed in the upper class, and the structure of society as a whole permits this changed affect standard to spread slowly throughout society". This is in marked contrast to the medieval period, when the social structure was less conducive to the permeation of models of behaviour through society as a whole, and when one mode of behaviour for one estate might predominate throughout Western Europe, while behaviour in a different class or estate was quite different. In early modern Europe forms of behaviour were often considered distasteful or disrespectful in social inferiors which the superiors were not ashamed of in themselves. Thus it was disrespectful to appear in a state of undress before superiors, yet for a superior to do so before an inferior was a sign of affability. Only later were the same standards of shame and restraint extended to all grades of society equally, and Elias associates this with the increasing interdependence and more equal balances of power between social strata.

Elias detects the same long-term civilising process in attitudes to sexual relations and, finally, in the control of aggressiveness. The connexion with the rise of states, centralization of power and internal pacification, to be discussed in the second volume, is most evident in this last section.

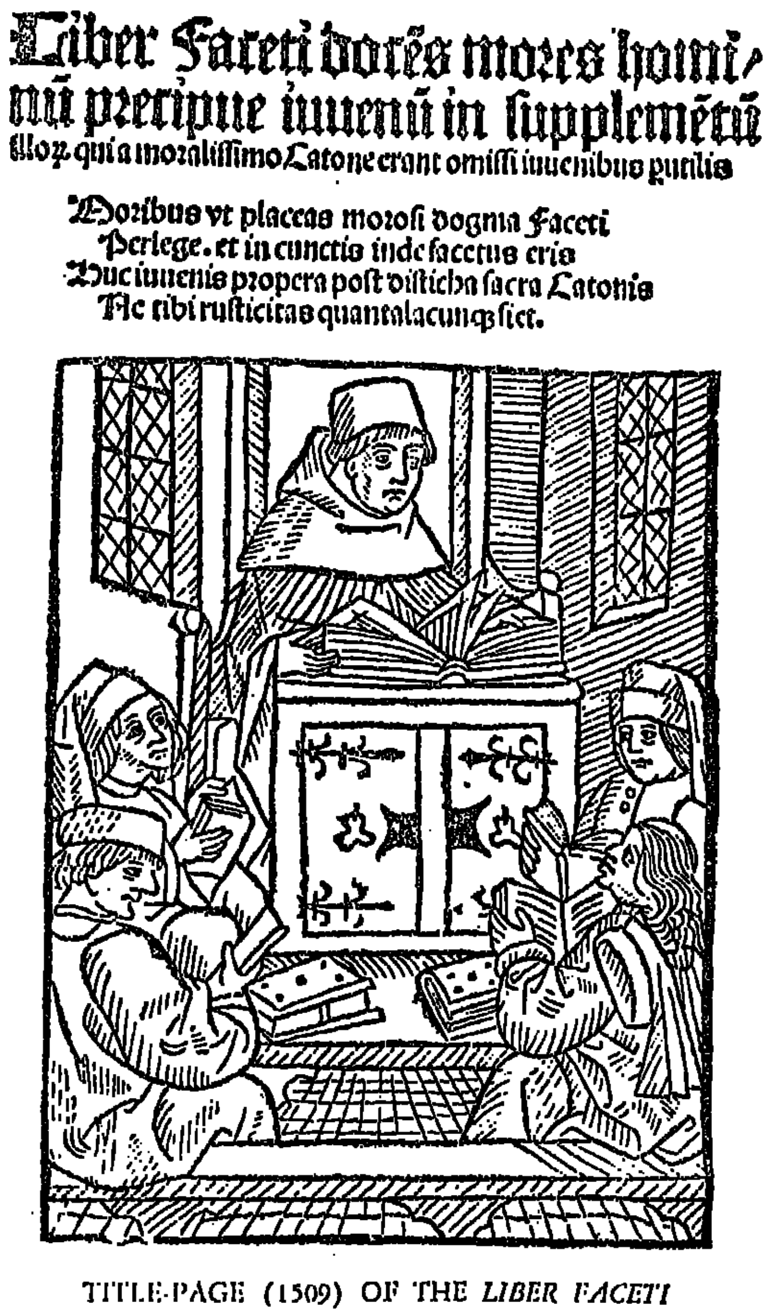
The Civilising Process is 40 years old. Is it dated? I think not. Indeed Elias's passing comments on the expression of aggression by sports spectators make it seem topical. More crucially, sociologists and historians have scarcely begun to explore and test Elias's rich theoretical and empirical insights. All the same, the most obvious objection to Elias's thesis stems from the trend since the Second World War towards greater informality in manners, freer sexual attitudes and so on. Does this reverse the long-term trend Elias detects towards greater "civilisation", and thereby disprove his theory? Again I think not. Elias never argues that the trend is inevitable and must continue for ever in a straight line. And he several times refers to the beginnings of the trend against Victorian stiffness already apparent between the wars. He seems at first to think this may represent only a short-term reversal, but finally decides that it represents a relaxation within an established standard. Thus it can be argued that scanty beach wear is only possible because of the very high standards of self-control now taken for granted. Elias would also now probably wish to connect the recent trend with further changes in balances of power in society. Certainly it would be well worthwhile to try to develop and refine his theory to cover the post-war period, and in fact Cas Wouters has sketched an interpretation of the "informalization process" in the *Festschrift* presented to Elias last year.

It is not, however, only a specific historical hypothesis that Elias presents in this book. It is also a way of doing sociology strikingly different from most of those with which we are more familiar. This he makes clear in the long preface, written in 1968 for the second German edition, which is included here as an appendix. Because Elias contrasts his own approach to sociology with that of Talcott Parsons, the preface may seem more dated than the book itself. Parsons is not the dominating figure he was a decade ago. Other schools equally the objects of Elias's ire, such as phenomenology, ethnomethodology and structuralism have burgeoned, but so too have studies of long-term processes of social development which, even if they are Marxist inspired, Elias must view with a measure of sympathy. But Elias's interest in long-term trends like the civilising process, unlike many Marxist writings, is not tainted with the lingering nineteenth-century evolutionist belief in the inevitability of progress. Nor, on the other hand, does he have any truck with American sociology's notion of amorphous, unstructured "social change", which is the sociological equivalent of old-fashioned one-damn-thing-after-another history.

Elias in fact objects to the whole dominant mode of concept formation in sociology. Contemporary sociology, he argues, through the concepts it uses, habitually reduces social processes, change and movement to a series of states and stages. This is as broadly true of Marxist theorizing as it is of Parsonian and many other schools; the fault may indeed be deeply rooted in the structure of European languages. Several of the key problems of conventional sociological theory, including "individual versus society", "action versus system", "freedom versus constraint", derive from the tendency to reduce processes to states, and Elias rejects them as false antitheses. Elias also attacks the *homo clausus* view of man—that of the "self" enclosed in a box, separated from the world of people and objects outside. This, he argues, is a human self-image and mode of experience which dates only from the Renaissance, but now seems self-evident and "natural" to us. It fails to recognize the inherent interdependence of human social life, and of the "inside" and the "outside". Yet from the image of *homo clausus* derives the major part of the *Problematik* of modern sociology.

The Civilising Process, with its discussion of the subtle and changing relationship between social constraint and self-control, between social structure and personality structure, serves as a model of Elias's alternative "figurational sociology". It ought to receive serious attention from sociologists and historians, and to stimulate research in the same spirit.

Stephen Mennell



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Hic tibi ruſticitas quantalacunqȝ ſiet.

TITLE-PAGE (1509) OF THE *LIBER FACETI* BEGINNING *CUM NIHIL UTILIUS*

The title-page of Liber Faceti, a Latin manners book published in 1509

Talking

Questions and Politeness: strategies in social interaction
edited by Esther N. Goody
Cambridge University Press, £9.50 and £4.50
ISBN 0 521 21749 0 and 29250 6

To many of us accustomed to the rules of grammar as expounded either by the traditional grammarian or by the average modern linguist, the very idea that syntactic complexity derives in part from social motives—rather than from specifically systemic or cognitive distinctions—is something that may still occasion surprise.

This book, which contains just three papers by different hands, starts from the observation that natural conversations do not proceed brusquely from the maxims laid down by philosophers of language, and so it attempts to chart the course of the major social inputs to the subtleties of syntax, in particular the act of questioning and the need to be polite.

Both these modes are shown to be universal strategies that generate linguistic output of social significance. The point of the book, however, is to demonstrate—more for the benefit of social scientists than for linguists (who, through Halliday and others, know much of this already)—not only that such strategies are encoded as part of grammar but to find out in what form these universals are applied in a given language or society.

Since for example questioning, like gift-giving, demands a response and so binds two people in immediate reciprocity, it is useful to learn that in some societies children may not be expected to ask questions. Thus by indentifying the socially defined strategies of face-to-face communication, the possibility is open for specifying a linguistic definition of the relationship between observable behavioural facts and the abstract concepts of social structure in which they are inevitably anchored.

"This book is not *technically* social anthropology", as the authors ironically proclaim at one point in their analysis; nor is it particularly British—rather perhaps a sort of academic rewrite of Dale Carnegie's *How to Win Friends and Influence People*, with all the most up-to-date American research on interaction studies that have somehow passed us by in this country. But on the other hand a first-rate case has been made out for the fruitfulness of such inquiries; the evidence is excitedly drawn from unrelated languages across the world to indicate the precision in analysing culture this approach can offer; a large amount of linguistic ground is covered: sentence order, lexicalization, nominalization, passivization, ellipsis, the interrogative. In short, the fact that this research has been issued as one of the Cambridge Papers in Social Anthropology is most certainly a challenge. Full marks to the department at Cambridge for showing the way.

But how useful is this *tour de force*? Unfortunately the book is sadly eccentric in structure: Esther Goody's fine 16-page methodological introduction and 27 pages of remarks towards a general theory of questions, supported by an explanation in 12 pages of how questions (where children are involved) are not always the same as requests for information, do not really relate to the massive and somewhat self-indulgent paper of 234 pages on politeness. For the book is not about any intrinsic relationship between questions and politeness, whatever one might have otherwise gathored from its title. Nor does the absence of an index help matters much. There are some curious omissions too: tag questions and indirect questions in Goody's paper for example, not to mention the existing contributions of Halliday's work in linguistics and the literature on etiquette and other folk theories of politeness in language (such as Dale Carnegie himself).

Still, the theoretical insights on the meaning and importance of such empirical research come through on every second page. Who can fail to find something stimulating here?

Jonathan Webber

صورة عن الأصل

Soviet writers

Soviet Russian Literature since Stalin
by Deming Brown
Cambridge University Press, £14.50
ISBN 0 521 21694 X

The merits of this book are considerable. It discusses more modern Russian writers, and in greater detail, than any comparable work in English; even specialists are likely to find in it new names that will excite their interest. The author is honest and unbiased, fair towards even dubious Soviet talents though never glossing over deficiencies, while his qualitative assessments are balanced and sensible; I found myself in general agreement with almost all of them. In particular he handles the problem of relating "official" to "unofficial" literature wisely. His evidently vast reading has not tempted him into over-intricacy or one-upmanship; his book is straightforwardly written and of manageable scope, well-checked and generally free of petty errors.

Thus it may seem churlish to devote more space to criticism than to praise of the volume. Its weaknesses, however, if less apparent than its strengths, are none the less pervasive, and are perhaps indicative of characteristic defects in much of even the best intentioned Western discussion of Soviet literature.

It is never quite clear for a start what Professor Brown is trying to produce. There are too many omissions for a comprehensive reference-work; for straightforward literary history it is too discursive, wavering between chronological and thematic treatment of its material. For incisive critical study, on the other hand, there is never enough space, save in two chapters devoted to individuals; elsewhere the procession of thumbnail sketches leads unavoidably to superficiality. It might have been a study in the sociology of literature; but the complex web of conventions, constraints, pressures, opportunities and allurements within which a writer operates, though frequently invoked, is not seriously investigated. And Brown is too sensible and modest to use his work to argue any grand thesis about the present destiny or ultimate worth of Soviet literature—like most observers, he veers between admiration and discontent, between optimism and pessimism towards its prospects.

Methodological unsureness goes together with an irritating lack of focus, manifest not only in a loosely formulated style but in the overall handling of individuals and their "creative biographies". To take one example: there is a pleasant appreciation of the poet Slutsky that fails to mention either his present cycle of poems (first published anonymously), or his dedicated work in resurrecting the heritage of unknown poets killed in the war, or certain traumatic effects of the *Zhivago* case upon him—all, variously, of capital importance in his career. To cite a broader issue; he takes too simple a view of the curious and unpredictable workings of Soviet censorship which has by no means consistently tightened up since the "thaw": originally-cut material is often indeed restored in subsequent publication. This happened when Kuznetsov's *Babip Yar* appeared in hard covers (Brown has been taken in by the subsequent English edition that purported to indicate censored passages, but referred only to the first publication, in a journal).

Brown notes that a poem by Zabolotsky ended, when first published in 1955, with the phrase "my resurrected earth", replaced in a posthumous (1965) edition by "ill-fated earth", and deduces that "the religious and political connotations of the former phrase, tolerable to the Soviet censorship in 1956, had become intolerable by 1965". Not a bit of it: "ill-fated" was Zabolotsky's proper text, and "resurrected" a cautious substitute, now very properly deleted! Had Brown known the best (1972) edition he might have paused before jumping to his conclusion.

A work as wide-ranging as this cannot really repose on its author's original research alone; its usefulness will depend to a large extent on the quantity and quality of the secondary sources—critical and biographical studies, general surveys, collected editions, even anthologies—on which its author can build. Brown does not give us his full bibliography, but I feel he has not made sufficient use of such secondary sources, Eastern and Western, and that a sharper focus and more authoritative judgments could have resulted if he had. Yet the fault is not only his. The infrastructure of secondary studies has so far been only patchily developed, and while this remains the case Soviet literature will continue to be only half-understood and half-appreciated.

Robin Milner-Gulland

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Dostoevsky's formative years

Dostoevsky: the seeds of revolt 1821-1849
by Joseph Frank
Princeton University Press, £8.50
ISBN 0 86051 015 8

The last few years have seen the publication of a number of good books in English on Dostoevsky but Professor Frank's differs from the rest in several important respects. To begin with, it is essentially an intellectual biography. Frank, in his own words, sees Dostoevsky's works primarily as "responses to questions posed by the Russian literary tradition, and by the wracking conflicts and debates dominating the socio-cultural climate at the moment of their conception" (page 156). Secondly, it is the first in a planned series of four volumes devoted to the life and works of Dostoevsky—the fruit of some 20 years of conscientious and devoted scholarly labour which looks likely to become the standard work of its kind.

This first volume deals with the formative pre-exile period in Dostoevsky's life, from his birth in Moscow in 1821 to his arrest in St Petersburg for his involvement with the Petrashevsky circle in 1849—an event which was to lead first to the death sentence and then to imprisonment and military service in Siberia before his return to the capital and the writing of his great novels. It deals, in other words, with his family environment, his formal education, his early steps in imaginative literature and, most important of all, the "socio-cultural" context in which this all took place: a context of Romantic literature, what Donald Fanger has called "romantic realism", the burgeoning "Natural School" and European Utopian socialism.

Frank leaves no stone unturned. He is familiar with and draws on the huge corpus of scholarly literature and source material available in Russian and other languages. He makes a special point of attending to the views and personalities and contacts of Dostoevsky's friends, relations and acquaintances in an attempt to establish the climate in which Dostoevsky developed. He reviews Dostoevsky's relations with Belinsky, in the framework of which he believes his subsequent ideological evolution must be understood with Beketov, Shidlovsky and Valerian Maikov, as well as with the Petrashevsky circle and its offshoots. He attempts for the most part convincingly, to resolve such thorny problems as Dostoevsky's relationship with his father, the truth about his father's "murder", the origins of Dostoesky's epilepsy and (in an appendix) the much publicized views of Sigmund Freud on these matters.

Perhaps most interesting of all is his exploration of Dostoevsky's involvement with Petrashevtsy. The hard evidence for Dostoevsky's views and attitudes in this period is, it has to be admitted, patchy. There is a good deal which we know, and which Frank has made clearer, but there is much else for which we have only circumstantial evidence. Circumstantial evidence, as Dostoevsky would have been the first to affirm, is frequently an unreliable guide to truth and perhaps Frank will make some ironical comment to this effect when he comes to the volume which deals with *The Brothers Karamazov*. It has to be said that he sometimes appears over-impressed by his own speculative reconstructions and the range of possible interpretations of the evidence which he allows sometimes appears oversimple. Nevertheless, Frank is always direct in his presentation of the facts. The reader is always told where the evidence comes from and he is always made privy to the author's thought processes in reaching conclusions. If the reader does not always agree, that is his prerogative, and it is a prerogative which Frank's mode of presentation encourages him to exercise.

It must be added that Frank does not limit himself to intellectual biography. He intersperses his book with chapters devoted to Dostoevsky's literary works as such and if there have been other more stimulating accounts by other critics in the past that is not to say that Frank fails to bring to these chapters the same thorough and scrupulous treatment he accords to the rest of his book. The real test of his approach will of course come with the later volumes, but this first one, taken together with occasional essays which its author has published in journals, awakens high hopes for a work of first-rate importance.

Malcolm V. Jones

Artists and Marxists

Lot's Wife and the Venus of Milo: conflicting attitudes to the cultural heritage in modern Russia
by Boris Thomson
Cambridge University Press, £6.50
ISBN 0 521 21677 X

Soviet Writers' Congress, 1934: the debate on socialist realism and modernism in the Soviet Union
Lawrence and Wishart, £2.75
ISBN 0 85315 401 5

Professor Thomson's intriguingly titled collection of essays examines some of the problems and paradoxes faced by a socialist country attempting to find "a proper place for the culture of the past in the society of the future".

He demonstrates convincingly the difficulty of fitting art into the Marxist scheme of things, suggesting that "it could be that the main function of the arts is to serve as a living disproof of all systems". Indeed the general tenor of his analyses of individual writers and works is an affirmation of art's unique and total autonomy, crystallized in the last chapter when, turning from specific aspects of the Soviet experience, he offers a series of wide-ranging, personal reflexions on artistic creation and its relationship to academic critics, literary historians, and others who would seek to impose patterns. Nowhere is the hybrid nature of this collection of essays more startlingly apparent, and yet without this concluding *profession de foi* the author's very personal views on Soviet literature would lose much of their persuasiveness.

The Revolution of 1917 gave fresh impetus to a debate that had been raging in Russia for more than a decade on whether the cultural achievements of the past had any relevance in the modern age. Though the Soviet Union has now settled for museum culture development, in the 1920s and 1930s the artistic heritage was regarded with a strange amalgam of reverence and hostility, envy and fear. In Bagritsky's poem *February*, for example, this was reflected in the image of "a homeless revolutionary who tries to establish and legitimize his inheritance by raping a bourgeois girl in an officers' brothel". Similarily, Khlebnikov's *Night Search* depicts the ambivalent attitude of Soviet Russia to its past—"a confused impulse to emulate and acquire it, but also to master and destroy it".

Thomson treats the familiar and less well-known texts alike with perception; his book is consistently thoughtful, readable and stimulating, and should be of interest not only to Slavists but to all with an interest in undogmatic aesthetic theory.

Trotsky regarded the arts as "the highest test of the vitality and significance of each epoch", an idea Thomson expresses somewhat differently when he says that "societies get the culture, both official and unofficial, that they deserve". The year 1934 was a milestone in Soviet literature's regression from lively experimentation and variety to the sterile orthodoxy of socialist realism, and *Soviet Writers' Congress, 1934*, a facsimile reprint of *Problems of Soviet Literature* (1935), edited by H. G. Scott, with the addition of an index of authors, will be welcomed for the light it throws on the mentality of those who set Russian literature on its present uninspiring course.

Arnold McMillin

Wisdom of experience

Montaigne: Essais
selected and edited by J. Carol Chapman and Francis J.-L. Mouret
Athlone Press, £8.00 and £3.95
ISBN 0 485 13810 7 and 12810 1

Unlike earlier anthologies, for example the still widely used Tilley and Boase, this selection from Montaigne's *Essais* does not attempt to represent Montaigne's thought on a wide variety of topics, or the evolution of that thought. Rather it tries "to present the reader with as complete a picture as possible of the fruits of Montaigne's development, namely his *sagesse*."

The essays included (I, xxvi; I, xxviii; II, v; II, x; II, xviii; III, iii; III, iv; III, xiii and the prefatory letter *Au Lecteur*) are allowed to speak for themselves. The editors' introduction is of the briefest—less than three pages and much of that a mosaic of quotations from Montaigne himself. But background is provided by means of a chronology of Montaigne's time, life and works and excellent notes explaining the numerous classical allusions which can so easily form a barrier between Montaigne and modern young people.

The format of the book, therefore, if not its price, would seem to make it an admirable introduction to Montaigne. Yet I am doubtful of its success with students, for reasons inseparable from the very nature of Miss Chapman and M Mouret's project. To put it bluntly, I suspect that the *sagesse de Montaigne* is an aspect of the *Essais* which has very little appeal for the young; and I would not expect Montaigne to have been surprised by this. The essay III, xiii, *De l'experience*, which is in every anthology and on every university syllabus, is the one which I have found the hardest to interest students in. They find it middle-aged, self-satisfied, sedentary, and who is to blame them? It is after all the distillation of 50 years of Montaigne's life and the prescription for his old age. It ends with a prayer, quoted from Horace, for an old age neither squalid nor lacking in the consolations of art—not a contemptible ideal, but one with little appeal for *la verte et bouillante jeunesse*.

My wish for a selection of essays with more immediate appeal—essays which show the curious, impatient, polemical, tendentious, humorous, even salacious sides of Montaigne rather than the unrelieved equanimity of the sage—has therefore something to do with teaching need. But more importantly, an anthology of the *sagesse* seems to me to short-circuit the process by which that *sagesse* is achieved. If it is the product of experience, and the editors seem to agree that it is, then it seems a little odd to try to make it take by early inoculation.

Carol Clark

Loss of faith in education

The Politics of Educational Change
by Maurice Kogan
Manchester University Press, £4.50
and Fontana, £1.25
ISBN 0 7190 0709 7 and 0063 4248 5

Just why is education having such a hard time at the moment? Not because of falling rolls, or the inflationary effects of public expenditure, or prejudice against the administrative hordes spawned by bureaucracy, although all these are part of it. What we in the business should really be worrying about is decline not in number of customers but in faith in the product.

During the affluent years educationists—or at least their self-selected and more visible representatives—rested their claims on the public purse on what they could do for economic growth, for political maturity, and for social equality. Growth itself has been partly discredited by a heady mixture of modern ecology and ancient puritanism, and made harder by a world economic order that cannot cope with the explosion of national and individual expectations. As Professor Kogan puts it ". . . by the end of 1977 only the daring or the self-interested were able to call for more educational growth as a certain way to economic and social salvation" (page 41).

Political maturity is not much more in evidence than it was when only 2 per cent of the population went to university.

Social justice has been shown to depend upon much more than schooling, and inequality of educational participation has proved resistant to most of the financial and structural solvents that have more or less eagerly been poured upon it—which does not stop advocates of "Model E" from hoping that we can bridge the demographic trough in higher education by increasing working class and minority enrolments.

On all three fronts, economic, political, and social, education is charged, more in sorrow than in anger, with failing to deliver.

It is in this context that Kogan sets out to analyse the politics of recent educational change. The emphasis is contemporary, not historical. It is claimed that few of the changes discussed could have been predicted 15 years ago. If I am not certain of this as far as the *issues* are concerned—the organization of secondary education in relation to the problem of equality, for example, has been around for a very long time—I am quite sure that Kogan is absolutely right about the *climates* and *contexts* in which educational issues are discussed and decisions made. These have indeed changed, and not for the better as far as ease of decision-making is concerned.

The significance of the book is that it is the first real attempt in the field of education to grapple with the conflicting forces and imperatives of participative and representative democracy, of professional autonomy and centralized accountability, of syndicalism and governability, of legalism and debureaucratization. For some people, the very fact of conflict between these imperatives has yet to be learned.

So a good book this, and a timely and important one. Its 172 pages pack in a great deal of useful information and some sharp rebukes—the Department of Education and Science is currently demoralized and has not yet discovered how to play its role; the liberal and socialist intelligentsia is failing to feed the political system with new concepts about education; political leadership in education has, with few exceptions, been uninspiring. But the greatest value of the book is its willingness to face the problems created by indeterminacy—despair over the inability of social engineering to do anything well; by the ruthlessness of sectional groups that legitimize their conduct by a weird mixture of laisser faire individualism and Marxian class conflict, neither of which leaves much room for the common good; by the haphazard nature of educational policy-making, intrinsic to a democracy but contemptible to the tidy-minded rationalizer, and by the current weakness of our most important political institution, Parliament.

Above all, Kogan has underlined how, at a time when discourse about education is thick with deceptively simple nostrums, such as voucher schemes and "back-to-basics", an area so contested and so volatile offers few certainties and few simple questions, let alone answers. In *Howards End*, Mrs Wilcox has to point out to her immature son, who demands plain answers to what he sees as his equally plain questions, that one does not *ask* plain questions; such things do not exist. Those who find this implausible are likely to find both politics and Kogan's book depressing. But better they remain depressed than succeed in shaping our world to their design. Educationists have to demonstrate that the justification for what they do rests not only upon increments to GNP, or more active voting behaviour, or greater equality, but on their ability to transmit that complex knowledge and those difficult skills that are relevant to the design and sustenance of free institutions. Kogan's analysis shows just how much is at stake in that endeavour.

William Taylor

For a rainy day

The Politics of Economic Planning
by Alan Budd
Manchester University Press, £4.50
and Fontana, £1.25
***ISBN 0 7190 0708* 9 and 0063 4311 2**

Dr Budd's book is one of a new series which aims to provide "concise and authoritative accounts of the major issues of British politics today". Each is intended to summarize briefly the origins of the issue, giving a fuller account of its history since the Second World War; describe its institutional setting and the associated pressure groups; and propose what should be done and what is likely to happen. Alan Budd has followed this brief closely and produced a stimulating contribution.

Not unnaturally there is little that is new in the historical review. Much of the interest lies in the varying attitudes to planning over the period both between and within the parties, the reasons for the changes and the author's views on the future of planning.

The mass unemployment of the inter-war years led the Labour Party to espouse planning and to identify it with socialism. This stance was abandoned at the end of the forties and early fifties. By then it appeared that, thanks to Keynes, unemployment could be solved and the welfare of the workers materially improved under the capitalist system. It was clear that peace-time planning without coercion was full of difficulties, and planning (associated with war-time restrictions) had become an electoral liability. Labour interest in planning revived with a new technique, the self-fulfilling, non-coercive indicative plan, for a new objective-growth, but the National Plan was short-lived. The very latest version of planning owes much to the failure of Keynesian remedies, and to the writings of Stuart Holland who gives as an explanation of that failure the increasing domination of the economy by large multi-national corporations.

The remedy, espoused by the National Economic Council, is seen as the National Enterprise Board, planning agreements, a planning strategy and the nationalization of some 20 or 25 leading companies. Some of this has found its way into the government's "Industrial Strategy" though in a much diluted form that fails to satisfy the left.

The Conservatives, like the Labour Party, have tended to blow hot and cold on planning. Budd follows the conventional line of distinguishing the Liberal-Conservative tradition and the Tory tradition, with the latter leaning towards an interventionist and strong role for the state. Inter-war Conservative policy was "pluralist-corporatist" with Harold Macmillan emerging as the leader of a group advocating a more extensive strategic role for the state, a view developed in *The Middle Way*. When Macmillan himself became Prime Minister, with the economy ailing, his Government inaugurated the first experiments in indicative planning under the National Economic Development Council. The Heath Government started as though it believed in Liberal-Conservatism only to move rapidly towards corporatism. Currently the swing in the party is the other way.

Budd sees the future of planning as much the same as its past: "Planning will occasionally swing into favour, not because of any virtues it has or is 'believed' to have, but because it can be presented as better than whatever the current experiment in demand management is." He appears to see some possible hope in a version of strategic planning by which the planners seek to improve the efficiency of markets and encourage their establishment where they do not exist (a view very much akin to that of W. Arthur Lewis in his *Principles of Economic Planning*, 1948). Indeed, he confesses in his preface that he started the book "believing there was not enough economic planning and ended it believing there was too much".

Necessarily this is a controversial book; many, excluding myself, will disagree with the conclusions and few will accept all the judgments; but the main views presented are backed by as profound an analysis as the nature of the book will permit. One important gap is the lack of any consideration of war-time planning.

It is also an omission that the writings of Ely Devons get *no* mention. Not only is Devons's *Planning in Practice* a profound analysis of the methods and limitations of war-time physical planning, but Devons's essays on the post-war *Economic Surveys*, which figure quite prominently in the book, got no recognition. He should at least have found a place in the bibliography.

That said, at £1.25 for the paperback, this readable book is excellent value for the general reader and the student.

C. T. Sandford

Dinner money

Universality, Selectivity and Effectiveness in Social Policy
by Bleddyn Davies in association with Mike Reddin
Heinemann Educational, £9.50
ISBN 0 435 82266 7

Bleddyn Davies argues that selectivist-universalist controversies have become too sharply polarized, and trivialized, because of a lack of attention to detail and evidence. Using the highly emotive example of school meals, he tries to show how rational policy-making might proceed, drawing on economics, sociology and psychology to spell out the logic of universal and selective positions, to elaborate predictive models and to draw inferences.

He amply demonstrates that the arguments have been oversimplified. A policy such as the provision of subsidized or free school meals may have very different impacts on different client groups, depending on the context: for example, a mother's tendency to perceive free school meals as stigmatizing may vary with her marital status, her ethnic origins, the area in which she lives and the way officials administer the service. Politicians have not been greatly interested in rationality, but in any case rational evaluation of policies has hitherto proved too difficult.

In a major methodological point (tucked away as a footnote on page 95) Davies says that the social surveys of the sixties and early seventies were rightly discredited because their crude psychometry and inadequate modelling techniques could not generate strong enough social indicators or cope with situations where different factors interacted with one another. In this book he uses sociological theories of alienation and anomie in an attempt to link personal states with social structure, as an aid to formulating survey questions and indicators. And in his analysis of his survey material he demonstrates how statistical techniques can now be applied which take account of complex interaction effects, such as the variation of meaning with context described above.

His findings suggest that a universalist school meals subsidy is a very expensive and inefficient way of reaching minority target groups. Extraneous factors, such as the distance from home to school may grossly distort the pattern of take-up of meals, which is progressive in its effects on income distribution between the childless and families, but regressive between families of various sizes and incomes. The mothers interviewed seemed little concerned about stigma, so he concludes that the moral cohesion of society is insufficiently reinforced by this particular universalist policy to make it preferable to the other more cost effective measures for combating child poverty.

Indeed on the contrary he argues in favour of using economic models for pricing meals. His discovery of regional variations in unmet needs leads him to question another cherished belief of universalists, central direction. He advocates local variations in pricing policies as part of professionally coordinated local initiatives in the fight against poverty.

Bleddyn Davies would probably agree that his millennium of rational policy analysis has not yet arrived. Sociological theory remains too ambiguous and controversial for his purposes, and he cannot directly measure mental states corresponding to "anomie" and "alienation". After the statistical techniques have sorted out an array of associations and interactions there remains too much room for speculation about how static "snapshot" indicators of attitude are related to continuous underlying social processes. The survey collected evidence from the mother only, ignoring the child's bargaining role, and fluffing over the mother's essential ignorance of what school meals were like. There are also serious problems in assessing the value of what mothers will reveal about stigma.

The final broader conclusions about the desirability of local control and variation in services seem less carefully or realistically argued in relation to what we know about the meanness of some local councils and professional social workers.

Although I remain unconvinced by the techniques, and hence parts of the argument, of this book I was grateful for several sorts of uncomfortable but educational experience, as a reviewer, sociological policy analyst, and universalist. The book may be read as an intellectual autobiography, as a student methodological textbook, or as part of an inter and intra-professional controversy. Its dense multi-layered construction, range of reference and eclecticism make it at times uncompromisingly difficult. Yet it should make a major contribution in raising the level of the dialogue between policy-makers and economists and sociologists.

Dennis Marsden

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Stout sense with sideswipes

A Rational Animal and other Philosophical Essays on the Nature of Man
by Anthony Flew
Clarendon Press: Oxford University Press, £5.95
ISBN 0 19 824576 9

A "rational animal" is a person, conceived in line of descent from Aristotle, by way of Hume, to Ryle. Such a being is essentially flesh and blood, not just lodged in his body like a pilot in a vessel. Yet, unlike other animals, he makes choices, has elaborate linguistic powers and is prone to conscious reflection. In this collection of two major and eight other essays, Antony Flew sets himself to resolve the tension between "rational" and "animal" and to point up some implications for the human sciences.

There is a tension, he holds, because we owe the dominant account of rationality to the Cartesian line which descends from Plato. Here rationality of belief and judgment is central, as would indeed be proper, were the locus of consciousness an immaterial substance, knowing the world through its own "ideas". Whatever its defects, this line offers a robust tie between free will and rational choice. Flew has no truck with immaterial substances, of course, but he wants the free will. Virtuously, however, he makes a real issue of determinism and scorns the easy ways of dealing with it. He rejects the compatibilism which treats free choice as uncompelled but law-governed action, because "the fundamental notion of ability to do otherwise, which is absolutely essential to action assessment, really is incompatible with the notions of cause (physical) and of law of nature". He also rejects any bland assignment of action and movement to such distinct and independent frames that statements of agency have no physiological implications.

The crux is that a "moving" (something an agent does) is not a "movement" (something which happens to him) but is still an event in the world. A moving involves "such notions as motive, intention, purpose, wish and desire—the notions, that is, involved in the explanation of conduct as conduct." These notions have no place in physical science and Freud is to be seen not as letting determinism in but as having sought to extend the realm of movings into the unconscious. Psychoanalysis is an attempt to increase the scope of the patient's rational agency and so has different logical status from a psychology which aspires to become paraphysical science.

This is the core of the title essay and the one on "Motives and Freud's Unconscious". For the rest, there are robust pieces on Darwin and on Malthus, canny ones on Hume and on the mind-brain identity thesis, a splenetic assault on Sartre, further thoughts on psychoanalysis and determinism and finally, an unholy partnership with Lenin for the purpose of knocking hell out of Bishop Berkeley and "the Cartesian Inheritance". The two main essays have a great deal to say and the others lend coherent, if sometimes repetitious, support to them. If this all sounds imperturbably statesmanlike, there is also the pleasure of glimpsing Flew's bugbears in passing swipes at Catholics, the Concorde, egalitarians, elitists, overmanning in British industry, permissiveness, planners, populists, radicals, socialists and tyrannical trades unions.

It would be unfair to judge the collection as if it were a systematic treatise; yet I was not wholly disarmed by Flew's prologue, t the point. So I shall not pr that a lopsidedly individualistic of the human sciences results, i examples are drawn from ps logy, physiology and (occasion history. But I do regret that resolution of the free-will issue not worked out further. The Aristotelian is instructed to challenge only the Cartesian but also the p sical determinist. Good. But altho Flew's conclusions are "less c compromisingly Compatibilist t they used to be", the new terms treaty and demarcation are madde ingly unclear.

Also something on Flew's epistemological ground rules would have been welcome. They are, I suppose, those of 1950s analytical philosophy. For instance the physiologist could not possibly prove that all especial movings are really motions, because mistakes "neither are nor could be, as the hypothesis requires, the universal rule". It is a "fundamental logical fact" that consciousness is essentially an attribute of an organism—so much for all forms of Cartesianism. It is "absurd" to think that all a man's desires might be chosen by himself. Flew relies throughout on what is by now a c putable view of philosophy and allows himself too much of what may strike the reader as mere assertion.

These essays are seasoned wit full of stout sense and not to be regarded lightly. But I cannot forget my first, young vision of Antony Flew, arriving by motorbike goggles and shining white helmet to do battle with the Deity. It is good to know that the campaign goes on, with fresh bugbears for the slaughter.

Martin Hollis

Inherent rights of man

Rights and Persons
by A. I. Melden
Blackwell, £9.00
ISBN 0 631 17510 5

Professor Melden's *Rights and Right Conduct* came out almost 20 years ago, in 1959; *Rights and Persons*, therefore, is a long meditated book.

For all that, it is not a particularly cool or calm look at its subject; Melden has a case to make, and he makes it with some passion. He also has dragons to slay, and he takes off after them with the same vigour. Indeed, it is easier to summarize the doctrines he deplores than to summarize the case he wants to make himself. This, in itself, is no sort of criticism of Melden, since the position he defends emerges quite clearly from considering the inadequacies of alternatives. His opponents are, on the one hand, various sorts of utilitarian, and on the other, various sorts of Kantian, including the most interesting sort of Kantian of recent years, John Rawls. The way in which his opposition to both sorts of moral theory and their treatment of rights justifies the title of the book is that in Melden's view both misunderstand what a person is, and how this bears on our having rights.

The characteristic vice of the utilitarian, evidently, is that he sees persons as places where pleasures and pains occur; typically, utilitarians adopt a phenomenalist, serial view of the self, according to which a person has the same fictitious unity as a nation or any other plural body. The connexion between this view of the person and a general demotion of rights from a central place in moral theory has already been made by Derek Parfit. It is not entirely clear to me, at least, what arguments Melden wants to wield against the serial view of the self other than that it is not our unreflective view. It is, of course, quite true that the person who says "I am not the same man that married you 25 years ago" is either apologizing for a failure to meet his obligations, or announcing an intention to ignore them in future—he is not literally announcing that since it was someone else altogether who got married, he is not married at all. But evidently there should be ways of making sure that we translate the *whole* of our present ways of talking into the conceptual scheme of the serial view of the self. It may be that Melden thinks that this simply cannot be done; but here he seems to me merely to denounce the serial view.

His more central target is the philosophy of those who might otherwise be supposed to be his allies in recognizing the centrality of rights. The eventual complaint against Kant and the Kantians—even such modified Kantians as Bradley or Rawls—is that they do not pay proper attention to the individuality of persons. That is, they explain the role of rights, either in terms of the moral importance of dealing with others, as if they are nobody in particular, or as if they are "place-holders" in a moral universe whose main features are institutional, not personal.

Against all this, Melden runs two sorts of argument, one more or less informal, the other tighter and more formal. The less formal case is the more beguiling, and it amounts to a descriptive insistence on just what sort of thing it is that an impersonal view misses out; this leads Melden into treating the rights of infants at some length, for instance, because he wants to say that it is indeed the case that infants have rights, and not in the hypothetical sense that they will, with luck, grow up into the kind of creatures who do all the things that adults do by way of gaining and transferring rights and incurring and imposing obligations. Infants while infants are the possessors of rights; it is true that other people have to act on their behalf, but it is not that other people *really* have rights and obligations of which the infant is merely the beneficiary. The possessor of the rights is the infant himself or herself. Now, in something of the fashion of Wittgenstein or Winch, Melden wants to suggest that what it is that makes an infant a person is not a brute fact about the infant, but a fact about the way of life into which everyone incorporates the idea of a person. By treating a child not as a fragment of a life, but as the young owner of that life, we treat the child as a person, and what a person is, is essentially a bearer of rights. The capacity for choosing different relationships, and for having different degrees of obligation, and rights of different degrees of stringency against different people is equally part of what a person must generally possess; and to have such a capacity, it is in general true that we must enter into a diversity of dealings with people who stand ready to enter into such a diversity of dealings with us.

But if reference to rights and persons involves appeals to a "way of life" in which we engage in the appropriate moral dealings for the appropriate reasons, Melden is anxious not to subscribe to institutional accounts of rights and their origins. In a long and effective analysis of John Rawls's explanation of the obligatoriness of promise keeping, Melden shows pretty conclusively that no explanation couched in terms of the obligation to do our fair share to maintain institutions from which we draw benefits, can account for the obligation to keep a promise. The only thing that does that is the fact that when we make a promise, we give somebody else a right. Our failure to keep a promise may or may not be to our advantage, and may or may not impede other people from making promises to one another; what is wrong with it, however, is that it infringes the right given when the promise was made.

Readers of *Rights and Persons* who feel, as I intermittently did, that the positive doctrines it puts forward are more compelling as descriptions of current practice than as ultimate justifications for them, will still find a great deal to get their teeth into in Melden's critical encounters with Rawls and others.

Alan Ryan

Hume's God

Hume's Philosophy of Religion
by J. C. A. Gaskin
Macmillan, £10.00
ISBN 0 333 23587 8

A distinguished ecclesiastical historian has recently outlined the development of secularism in nineteenth-century England. If we compare Locke and Hume in their views on religion it will be readily apparent from Hume that the intellectual basis of secularism had been well and truly laid by the middle of the eighteenth century.

Despite his spirited denunciation of superstition and enthusiasm in religion, thus setting the tone for the Enlightenment's assessment of religion, Locke remained to his dying day a deeply religious man. Thoroughly versed in scripture, a skilled practitioner if not exactly a pioneer of the new science of biblical criticism, Locke deployed reason in defence of the "essential" beliefs of Christianity, thereby outflanking the more extreme seventeenth-century theological dogmas. Brought up, so far as can be established, a staunch Calvinist in the Presbyterian wing of the Anglican Church, Locke moved steadily, via the Cambridge Platonists, the English Dissenters and the French and Dutch Protestants, away from Calvinism to adopt a decidedly liberal stance on church doctrine and organization, which culminated in his classic pleas for religious toleration and the essential reasonableness of Christianity. Philosophically, Locke defended the cosmological argument to God's existence, argued for the validity of miracles, and attempted to delineate the proper roles of reason and faith.

Although Hume's starting point owes much to Locke's critical standpoint, and echoes the latter's abhorrence of superstition and enthusiasm, the religious gap between them is considerable. According to Kemp Smith's admirable introduction to his edition of Hume's *Dialogues concerning Natural Religion*, the young sensitive Hume reacted vigorously against the harsher, darker version of Calvinism in which he had been reared in the Border country. Hume was very far from being a deeply religious man, and although he possessed the educated man's knowledge of the Bible, scripture did not hold the same appeal for him as it evidently did for Locke. Philosophically, Hume submitted to searching criticism (notably in his *Dialogues*) the three classical arguments to God's existence, particularly the argument to design. Hume does not argue that miracles are logically impossible but he drives home the claim that existing historical evidence is insufficient to establish the occurrence of a miracle which can serve as the basis and foundation of a religion. On topic after topic of central importance to Christian theology—immortality, free will, the problem of evil, the importance of religion for morality—Hume brings to bear formidable philosophical arguments developed by reason to demonstrate how little can be rationally established with certainty in these areas.

His unrelenting critical examination of religious beliefs and presuppositions ends, not unexpectedly, in scepticism. At best, reason can only establish a vague belief in some intelligence at work in the universe. This is a far cry from the dogmatisms of (the Christian) religion, and this attenuated religious belief can have few practical implications for morality.

Gaskin's book scores on several counts. It fills a gap in Hume studies, achieved in brief compass, yet very competently. His book is well written, the scholarship thorough and sound, and his work is philosophically more rigorous than most of its predecessors in the Library of Philosophy and Religion series in which it appears. My only reservation is that it may perhaps presuppose a philosopher's knowledge of Hume's general epistemological position—knowledge unlikely to be familiar to either theologian or layman. That apart, the author is to be congratulated on a fine first book.

T. A. Roberts

Ramsey

Foundations: essays in philosophy, logic, mathematics and economics
by F. P. Ramsey
edited by D. H. Mellor
Routledge & Kegan Paul, £9.50
ISBN 0 7100 8809 4

Frank Plumpton Ramsey was 26 when he died in 1930, but in his short life he made many memorable contributions to a diversity of disciplines.

In 1931 R. B. Braithwaite edited a collection of most of his published and a number of previously unpublished papers, entitled *The Foundations of Mathematics*, and this has always been the standard text. Mellor has now seen fit to substantially revise the collection (with Braithwaite's encouragement), and undoubtedly this is a worthwhile task since Ramsey's ideas continue to have relevance to contemporary research. Mellor enlists the aid of three others, L. Mirsky, T. J. Smiley, and Richard Stone, to introduce his revised edition and together they make a convincing case for the seminal importance of these papers. One might regret the omission of G. E. Moore's short eulogy, or Ramsey's review of Wittgenstein's *Tractatus*, or his delightful epilogue, but this is easily compensated for by the additions which have been made, including major papers on economics.

The new title reflects Mellor's emphasis on the range of Ramsey's interests, as well as their fundamentality. It was nevertheless in logic and the foundations of mathematics that Ramsey took a share in what was arguably the major philosophical task of the early years of this century. The attempt to reduce mathematics to logic, and so to provide an explanation of mathematical truth and a support for mathematical certainty, had exercised the minds of Frege, Russell, Whitehead, and Wittgenstein. Russell and Whitehead, in *Principia Mathematica*, found it necessary to use a "ramified theory of types" to eliminate the occurrence of paradox, but this demanded the dubious axiom of reducibility. Ramsey's achievement was to distinguish two kinds of paradox, the logical and the semantic, and to show that a simplified and relatively innocuous theory of types would suffice.

Of other philosophical interests mention should be made of the nature of probability and of theories. Ramsey treated probability as "the logic of partial belief and inconclusive argument", and in "Truth and Probability" he showed how degrees of partial belief can be measured and hence how the concept can be operationally defined. This laid the foundation for later subjectivist or personalist theories, as well as much later work on decision theory. In the paper on theories he showed how the overt occurrence of theoretical terms can be avoided in favour of quantification over variables, a result which was much appreciated by the logical positivists who were trying to construe theories as partially (observationally) interpreted calculi.

The papers on economics are "A Contribution to the Theory of Taxation" and "A Mathematical Theory of Saving", the latter in Keynes's words being "one of the most remarkable contributions to mathematical economics ever made". Ramsey's model of optimal accumulation has provided a major stimulus for much work in mathematical economics and econometrics since 1960, and has become indeed "the orthodox vision".

In the earlier edition Braithwaite suggested that Ramsey was moving towards a kind of pragmatism, and had hoped to treat in a general treatise on logic upon which he had been engaged both truth and knowledge "as purely natural phenomena to be explained psychologically without recourse to distinctively logical relations". Mellor does not reiterate this point, and one must wonder how much unpublished material still exists and whether any part of this treatise is included.

Brian Carr

Approaches to Plato

A History of Greek Philosophy; volume V: the later Plato and the Academy
by W. K. C. Guthrie
Cambridge University Press, £17.50
ISBN 0 521 20003 2

Plato's Trilogy
by J. Klein
University of Chicago Press, £11.20
ISBN 0 226 43951 8

Professor Guthrie's fifth volume covers the latter part of Plato's philosophical activity, after he had written the *Republic*.

It includes the most difficult of his works: the critical dialogues *Theaetetus*, *Sophist*, and *Statesman*, which, along with the *Philebus*, show Plato making great technical advances in philosophy, and are still happy hunting-grounds for analytical philosophers; the *Cratylus*, which is baffling both as to doctrine and to dating, so that its position in this volume is due to convenience rather than belief that this is where it belongs; the *Timaeus*, which is vastly intricate and still the subject of debate about its date; the *Parmenides*, of which the purpose of the second part remains obscure; and the *Laws* which, while less problematic, is the longest of all the dialogues. In addition, there are the "unwritten doctrines" which Plato is supposed to have formulated late in life, or even very much earlier; though Professor Cherniss has denied that there were any such doctrines, and there is the continuing controversy about the genuineness of the Platonic letters. For good measure, Guthrie finds room for a non-philosophical problem, the origin of the tale of Atlantis in the *Critias* and *Timaeus*.

There are those who considered Guthrie's first volume on Plato less satisfactory than the earlier volumes of his *History*. They will probably feel the same about this one. Faced with an immense amount of both primary and secondary material, Guthrie has chosen to limit his account of current philosophical controversies in order to find room for matters which need to be understood for convincing philosophical interpretations of Plato to get started. He acts as a guide first to Plato himself, and secondly to what has been written about him, not aiming to give a complete bibliography, but filling out his own lists with references to the many other bibliographies which already exist. His sound judgment and wit give individuality to what might otherwise be a mere catalogue, and in those sections where there is less secondary material he has new and important views to contribute.

In places, however, his method does Plato less than justice. In a three-page summary called "Postscript to Plato" he claims that while for Aristotle the eternal question was "What is reality?", for Plato it was "What is goodness". This is too concise a judgment, and what we miss is a clear account of the philosophical importance of each of the dialogues. Thus he gives the argument of the *Philebus* fairly, considers a number of problems of interpretation, criticizes Plato's method of exposition, and dismisses it as a "weary" dialogue. Even in referring to Ryle's discussion of pleasure, he does not bring it home to the reader that the philosophical study of pleasure is immensely difficult, and that the *Philebus* is one of the few outstanding works on the subject which exhibits Plato's originality and tenacity to the full, if not his literary skill. Similarly the *Theaetetus* does not emerge as the great contribution to the theory of knowledge that it undoubtedly is. And can he take seriously the view that it was written before the *Republic*?

These criticisms must be put in perspective, for there is so much else that is good. There is a fine chapter on the unwritten doctrines, which includes a review of the work of the "*Tübingen* school", the group that has recently tried to revolutionize Platonic studies by claiming that these doctrines were of overwhelming importance to Plato compared with the dialogues. Guthrie has reservations about this, and emphasizes that they themselves claim their work has barely begun. He produces his own account of the doctrines, playing down Aristoxenus's report of the famous "Lecture on the Good", but treating Aristotle's evidence with respect. Among minor delights are his rescue of Speusippus's reputation as a biologist—who would classify fishes without being interested in fish?—his insight that in the *Theaetetus* Plato was describing the sensible world "as it would be if there were no forms", and his quotation of the estimate of Popper, of all people, that Plato was "perhaps the greatest thinker of all times".

Klein's book scarcely deserves a footnote in Guthrie's. Its eccentricity can be illustrated by the claim that it is important that in the *Sophist* the word "both" is used six times in the first part and 28 times in the second, for six is the first "perfect multitude" (a number which is the sum of its factors) and 28 the second. Hence "both" must play a very important part in the dialogue.

Guthrie betrays some impatience even with ordinary statisticians. What would he say about this?

Pamela M. Huby

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BOOKS

Actions speak louder

Action and Interpretation: studies in the philosophy of the social sciences
edited by Christopher Hookway and Philip Pettit
Cambridge University Press, £5.95
ISBN 0 521 21740 7

All social scientists and historians study the way humans "act", not "behave", because acting includes thinking and feeling. In day-to-day actions towards others—and even more so in the attempt to study them—we make assumptions about the thoughts and feelings inside other people. But how can anyone be certain that he knows what someone else is doing? How can he be sure he has grasped someone else's meaning? The Weberian title of this volume—*Action and Interpretation*—seems promising.

Christopher Hookway and Philip Pettit have edited eight papers; six by professional philosophers, Mary Hesse, John Skorupski, Nick Jardine, John McDowell, and themselves; and two by political theorists, Alan Ryan and John Dunn. These papers were first given, among others, at some small meetings of philosophers and social scientists organized by the Thyssen philosophy group.

All the writers accept two plausible current ideas, both attributed to Quine: the underdetermination of theories by facts, and the indeterminancy of translation. First, to quote Mary Hesse:

> Theories are logically constrained by facts, but are underdetermined by them: i e, while, to be acceptable, theories should be more or less plausibly coherent with facts, they can be neither conclusively refuted nor uniquely derived from statements of fact alone, and hence no theory in a given domain is uniquely acceptable.

Second, any sentence in any language can be translated acceptably by a number of sentences in a second language. There is no way of deciding—either by reference to some matter of fact or in any other way—that one of them is correct, and the others incorrect. The validity of these two ideas, and their implications, for theories of truth, nature, translation, and meaning, and for arguments between "realists" and "anti-realists", are pursued in typically philosophical prose, in typically philosophical style, by most of these papers most of the time.

Initially it seemed sensible to me to invite a social anthropologist, some of whose best friends are philosophers, to review this book; so I accepted. I have learnt a lot, much of which probably I ought to have known anyway. But I found the book hard going, enjoyed rather little of it, and cannot recommend it to anyone who is not a professional philosopher, except for two papers, those by Mary Hesse and John Dunn.

To deal fairly and seriously with all eight papers would be impossible. So for five papers I record first my unwillingness to exceed my competence, second my admiration of the organizing intelligence and patience which enables people to write like this, third, a general disappointment, and finally some general misgivings.

These five papers did not seem to have much relevance for day-to-day social science. I am perhaps a little further on with puzzles which haunt me; for example about the place of cause in social analysis; or about the procedures for recording, describing, decoding and assessing complex alien rites. But less than I had hoped. And I constantly wanted to deny specific statements, to challenge particular use of words, to question what seemed to me wild ethnography about human action in general; and the old philosophical habit of selecting either trivial or ingeniously complex artificial examples irritated me as much as it did 30 years ago. For all the special jargon and show of meticulous reasoning I was, no doubt unfairly, largely unconvinced. I wanted to play their own game back at them. "All right, but what *exactly* do you mean by 'translation', 'theory', 'predicate', 'mental state' and so on?"

Ryan's paper does not quite belong with this set. He cogently shows that Goffman and the other social "life-is-drama" scientists are really artists, who commit, or imply, a number of intellectual confusions; and have no consistent theory at all, however brilliant and provoking their theatrical analogies.

I enjoyed two papers. Mary Hesse sums up in five succinct points some recent arguments about science. Kuhn's revolutions, and the place of "values" in scientific theories are coolly accounted for. The painfully obvious point that we no longer wash up in thick grease like our mothers did, that the credit-worthy can travel to Singapore faster than sound, that people can make love without fear of pregnancy and eat fresh raspberries afterwards at any time of the year turns up as a "pragmatic criterion" which firmly admits progress in science and which gradually filters inappropriate values out of science. She adds two more telling points. Since social scientists cannot predict or control anything much, no such pragmatic criterion filters the much more pervasive values out of our theories. Also, it is quite possible and defensible to hold that acquiring the capacity to predict and control ought not to be among the objectives of social scientists.

If Mary Hesse said things I found surprising, I enjoyed John Dunn (perhaps because I had become familiar with some of the issues by the time I reached the last essay) because he said with vigorous and quotable directness many things I found myself agreeing with enthusiastically. "Social complicity (the taking in of one another's washing) has much to do with the maintenance of optimism among social scientists". "There is no cheap way to deep knowledge of other persons and the causes of their actions". And so on.

Words are intrinsic in all human action. Language evolved as an instrument for helping people to conduct the practical business of daily life; its relation to "reality" remains obscure. This practical instrument of practical affairs serves us relatively ill when we attempt to use it to describe human action, individual and collective, accurately, fully, comprehensibly and without bias, even more so when we attempt structural and causal analysis of it.

In spite of thousands of people on salaries and grants busying away, we social scientists seem to achieve much more propaganda and ideology to support moral and political attitudes, and political activities, than we do recognizably objective truth about society.

Paul Stirling

This week's reviewers

Graham Bird is professor of philosophy at Stirling University;
Brian Carr lectures in philosophy at Exeter University;
Martin Hollis is senior lecturer in philosophy at East Anglia University and edited The Light of Reason;
Pamela M. Huby is senior lecturer in philosophy at Liverpool University;
W. D. Hudson is reader in moral philosophy at Exeter University;
Geoffrey Hunter takes the chair of philosophy at the University College of North Wales, Bangor in October;
Malcolm V. Jones is senior lecturer in Slavonic studies at Nottingham University;
Stephan Körner is professor of philosophy at Bristol University;
Dennis Marsden is senior lecturer in sociology at Essex University;
Arnold McMillin is Bowes professor of Russian at Liverpool University;
Stephen Mennell is lecturer in sociology at Exeter University;
Robin Milner-Gulland is reader in Russian studies at Sussex University;
T. A. Roberts is professor of philosophy at the University College of Wales, Aberystwyth;
Alan Ryan is a fellow of New College, Oxford;
C. T. Sandford is director of the centre for fiscal studies at Bath University;
Paul Stirling is professor of sociology and social anthropology at Kent University;
William Taylor is director of the Institute of Education, London University.

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BOOKS

Kant's important mistakes

ant: an introduction
y C. D. Broad
dited by C. Lewy
Cambridge University Press, £12.50
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This volume which contains the late Professor Broad's hitherto unpublished Cambridge lectures on the philosophy of Kant, together with a comparatively small amount of material drawn from two previously published papers, is doubly welcome. It is a serious attempt at understanding and examining the thought of a philosophical genius, whose influence on his successors has always been important and seems once again to be growing. And it is the work of a philosopher who, having himself made notable contributions to his subject, deserves serious attention whenever he propounds his views or expounds those of others.

In this book Broad combines both these tasks. But he never confuses them and is always more concerned with exegesis than with making his own independent philosophical points. He tries—for the most part successfully—to strike a balance between the Kantian and more recent philosophical terminology; to compare the central Kantian doctrines with each other as well as with competing ones; and to exhibit the unity of the Kantian system without distortion or oversimplification. Broad's exegetic remarks are always helpful—whether they confirm one's own reading or force one to elaborate one's grounds for dissenting from his.

His comments are particularly stimulating when they differ from those of the more orthodox commentators. Only three brief and necessarily frustrating hints can here be given of some of his rather heterodox conclusions. In explaining and examining Kant's philosophy of mathematics Broad argues, contrary to the view of most contemporary philosophers, that Kant's account of the synthetic *a priori* character of geometry, as based on the nature of space, is more plausible than his account of the synthetic *a priori* character of arithmetic, as based on the nature of time. Again, in discussing Kant's difficult doctrine of the imaginative synthesis of the manifold of intuition, which plays a crucial part in the deduction of the concepts of substance, causality and the other Categories, Broad puts forward an ingenious exegetic conjecture of which, he says disarmingly, "there is no reason to suppose that Kant would have accepted it". It involves, among others, the assumption that what the imaginative synthesis brings to unity is a mass of originally disconnected sense-impressions which in themselves are neither spatial nor temporal. Lastly—spurning the help of recent logicians who have shown that infinitistic concepts, though inapplicable to empirical phenomena, can without inconsistency be adjoined to finitistic concepts which are so applicable—Broad argues that Kant's attempt at reconciling noumenal freedom with natural necessity is a complete failure.

Kant after a drawing by Püttrich

Broad who, as the publishers tell or remind us on the cover of the book, believed that Kant's mistakes are usually more important than other people's correctitudes, succeeds on the whole in conveying this conviction to his readers. A possible exception is his account of the logical structure of Kant's transcendental arguments. Kant, according to Broad, mistook merely probable conclusions for necessary ones. More precisely, if x is any of Kant's synthetic judgments *a priori* (for example the principle of causality) then Kant, according to Broad, made the mistake of confusing "x must be true" with "x must be believed in practice by all human beings to be true". Against this one might argue (as I should be prepared to do) that the mistake was a different and more important one, namely a confusion of "x must be true" with "x must on pain of inconsistency be believed to be true by those human beings who hold with Kant that the logic, mathematics and physics accepted by him admit of no conceivable alternative".

Broad who, faced with this objection, would have answered it in his characteristically elegant and illuminating way, can no longer do so. But it is good to know that he has found in Dr Lewy a sympathetic and scholarly editor of his *opus postumum.*

Stephan Körner

Minding your language

L. Austin: a critique of ordinary
nguage philosophy
Keith Graham
rvester Press, £8.50
N 0 85527 650 9

L. Austin was a dominant figure in the world of Oxford philosophy in the 1950s just before his death, at a time when Oxford was still the centre of Western analytic philosophy. He was one of those academics who arouse strong passions. To his admirers, particularly in Oxford, his eminence seemed natural and deserved, and he aroused strong loyalty; to his critics, particularly in London, he was the arch-villian of ordinary language philosophy, and aroused equally strong hostility. Mr Graham was evidently a thoroughly conscientious student in [illegible] and he has in his book usefully summarized the standard objections to Austin's philosophy. As his title indicates, he sees Austin as villain rather than hero, as a [illegible] of the ordinary language [illegible], and as a thoroughly [illegible] influence. Under this guiding principle he surveys comprehensively Austin's contributions to speech act theory, and to the problems of knowledge, perception, [illegible] and action. But his book is [illegible] a balanced or particularly [illegible] work. Graham describes it as critical rather than historical, but polemical might be a better [illegible]

The main complaints against Austin are that he was a standard ordinary language philosopher, whose "neo-Darwinian" assumptions about the survival value of ordinary language turned it into a sacred and unchallengeable institution; that his methods of appealing to language were too detailed and minute; that his philosophy was essentially conservative and empiricist; and, of course, that his arguments were sometimes inadequate, confused, or inconclusive. Only in the one case of Austin's pioneer work on speech acts does Graham grudgingly concede some durable merit.

Austin's specific arguments are probably no better and no worse than those of other eminent philosophers, but Graham's general complaints need to be counter-balanced by the following claims. Austin was not a paradigm ordinary language philosopher, and did not regard ordinary language as either sacred or unchallengeable. He clearly thought it provided valuable material for philosophers, but he explicitly denied that it was the last word, and he was prepared to consider changing it. Unlike other ordinary language philosophers he did not insulate philosophy from other disciplines, especially the sciences, but thought of it as able to contribute at least to the birth of new disciplines. His argument from the survival value of ordinary language was intended to provide a reason for taking this material seriously, but was not intended to establish its total unrevisability. In the passage where Austin disparages speculative changes from ordinary language his target is not every such deviation but only those which are unsupported or arbitrary. He was attacking especially not scientists' deviations, for which there are some established criteria for success, but philosophers' speculative and often idle deviations, for which there are no such criteria.

If these considerations are emphasized, then Austin appears no longer as an ultra-conservative, but rather as a rebel. What he rebelled against was the carelessness of other philosophers, and the unwarranted background assumptions often made in traditional philosophical theories. An excellent example of this is of course his sustained attack on the assumptions of a traditional empiricist phenomenalism, even in Ayer's updated version. Like Moore, Austin was deeply suspicious of what other philosophers said in their speculative tempers. Like Wittgenstein he was hostile to their premature generalization and to their predilection for a pseudo-scientific terminology. Austin thought, like many other philosophers, that a rigorous attention to language would have a positive value in curbing these philosophical excesses. No doubt Austin's attention to detail went further than other philosophers had gone in the same direction, but perhaps he deserves credit for being more rigorous than they. Certainly when Graham condemns Austin's pursuit of detail in general terms there is only rhetoric to support his view.

In the light of this alternative picture it is bizarre to label Austin simply as conservative or empiricist. It would have been interesting to have some careful comparison between Austin and Moore and Wittgenstein instead. But in the one place where Graham has the opportunity to provide this he takes refuge in merely expressing his own preference for Wittgenstein. No philosopher is perfect, and Graham highlights, even magnifies, Austin's flaws. But the result is a distortion.

Austin's work deserves an adequate commentary but this has not yet been provided.

Graham Bird

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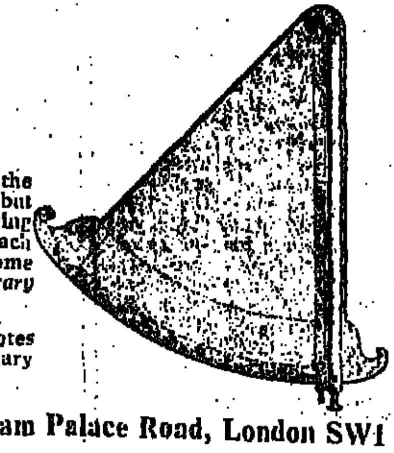

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HARVARD UNIVERSITY PRESS 126 Buckingham Palace Road, London SW1

BOOKS

A matter of deduction

Logic and Argument
by Christopher Kirwan
Duckworth, £12.50
ISBN 0 7156 1140 2

Modern symbolic logic has had some notable applications. It has been used to show that there can be no computer program, that will work for all cases, for telling whether or not a formula of elementary arithmetic is true. Abraham Robinson used it to show that a theory of infinitesimals is logically respectable, and therefore that the history of the calculus in the seventeenth and eighteenth centuries needs to be reconsidered. It was used in proving the independence of the axiom of choice and the continuum hypothesis from the other axioms of set theory. It reveals the gap between the resources needed to define the numeral adjectives and those needed to define the numeral nouns, and has something to say about the definability of "finite". It has been used to save the taxpayer money by cutting down on the switches needed in the fuelling of atomic reactors. More speculatively, it has been claimed that it shows that men are not machines.

Mr Kirwan's book is concerned not with those applications but with the use of modern logic to test the validity of arguments. Paradoxically, it is just with that use that many problems arise. In the first place, Kirwan accepts the standard account of validity acording to which the argument "The Rhine is longer than the Rhone. So root two is irrational" is valid (or in his words "deductively correct"). He mentions Alan Anderson's dissenting view, but does not rebut his arguments for it, which is surprising in a book whose emphasis is on philosophical understanding. Second, the truth conditions associated with the connectives of the standard calculi are not the same as those associated with some logical particles in plain language arguments, so that the calculi do not quite fit many plain language arguments. Take, for example, the following:

> If you close switch A and you close switch B, the motor will start. So either if you close switch A the motor will start, or if you close switch B the motor will start.

That argument of course is invalid. Kirwan says a little about non-truthfunctional conditionals, but not enough, and he says nothing about non-truthfunctional uses of "either . . . or". Third and fourth, there are unsettled questions about identity and about necessity: both get fairly extended discussion in the book, but Kirwan's final claims are still disputable. So in a given case it could be that the application of a calculus gives the wrong answer, that it would be better to use your head than any of the existing calculi.

The bulk of the book is a careful, thorough exposition of the elementary modern logical calculi: the standard truthfunctional propositional calculus, the first-order predicate calculus, the modal calculi S4, S5, and S5 with quantification. For each he gives natural deduction and axiomatic formulations. There are proofs of soundness but not of completeness. A final chapter uses the calculi to "prove the deductive correctness" of eight arguments, gives examples of arguments that the calculi cannot handle, and ends with methods for showing deductive incorrectness. Kirwan says that it is reasonable to expect that elementary modern logic will help anyone who wants to think clearly on any topic and that it is not very hard to apply profitably. I am less sanguine. Men thoroughly trained in modern logic have called what follows "a valid English argument":

> Free love is justified only if the sex drive is primary. Freud's theory is correct provided the sex drive is primary. It is not the case that if psychoanalysis is therapeutic, Freud's theory is correct. Therefore free love is not justified.

Geoffrey Hunter

Philosophy for everyman

What Philosophy Does
by Richard Lindley, Roger Fellows and Graham MacDonald
Open Books, £5.50 and £2.95
ISBN 0 7291 0137 1 and 0142 8

The authors, Roger Fellows, Graham MacDonald and Richard Lindley, all teach philosophy in the University of Bradford. They think, however, that the subject can be of use and interest to "ordinary people" outside universities. This book is intended for such people. The kinds of question which its authors think it will help readers to answer are: Should abortion be available on demand? Can Uri Geller's claim to bend metal objects by psychic power alone be credited? Do animals possess language?

Deliberately eschewing the historical approach, which in their opinion is taken in too many introductions to philosophy, they adopt the "more exciting" course of plunging straight into the arguments of contemporary philosophy and showing how these are important for everybody. It occurs to them that, because these arguments are very complex, they may be guilty of oversimplification; but that is a risk which they are prepared to take in spreading the light among the common people.

There are four chapters. The authors have talked together about the subject matter of each and there has been considerable redrafting, so we are entitled to expect clarity and accuracy. The first chapter is on "social philosophy", that being the name which philosophy's PR men are now inclined to give to what used to be called moral philosophy. Contraception, abortion, infanticide, euthanasia and the treatment of the mentally ill are each discussed in turn, and fashionable, liberal conclusions are predictably reached on the moral issues. The second chapter is about the philosophy of mind. Dualism, behaviourism and the identity theory are presented as the options open to us where the relationship between the mind and the body is concerned. By far the best chapter is the third, on the philosophy of science. Starting with Uri Geller, it moves competently into an interesting and well-informed discussion of the main features of scientific explanation. There is a final chapter on the philosophy of language in which the questions of how language differs from other forms of communication and what it is for language to have meaning are discussed.

On the whole, this is a good book of its kind. People who have to teach philosophy to sixth forms or evening classes may well find it useful as a basis for their courses. But it is not without defects.

Sometimes less than justice is done to an opinion which the authors do not like. For example, they take the teleological element in the view that contraception is wrong because unnatural to be a concern about the continuation of the human race; and it is of course child's play for them to show the absurdity of supposing that contraception will cause the race to die out. But there is no mention of the man who considers contraception unnatural because he thinks it an evaluative betrayal of our humanity to prefer bigger houses and better cars to having children. Sometimes a school of thought is represented in a misleading way. Dualism for instance is at times made to sound as if it were the view that the mind causes the body to act. Then again, the authors occasionally announce that a view is correct without showing why it is. They affirm for example that "we are now learning, with the help of sciences such as neurophysiology and biophysics, that a mental state is the same thing as a brain state". Are we? The authors do add that we must not accept the identity theory just because they themselves are inclined to do so. I would not have thought that even the most "ordinary" of their readers needs that warning after reading their five and a half pages on this subject.

Despite reservations such as these, if you think the way of introducing people to philosophy taken here is the right one, the book has considerable merit. But the question remains as to whether or not this way is the right one. Suppose you had to introduce a group of people to a country they had never been to before—Wales, for instance; and suppose you had to choose between taking them up in an aeroplane, so that they could get a panoramic view of all its cities, mountains, rivers, and so on, or taking them to one of its small towns or villages, so that they could get a close look at a bit of its rural or urban landscape, see what its people were doing, and hear how they talked to each other. Which would be the better way? A similar choice has to be made, indeed, in introducing people to a subject like philosophy. This book certainly "pans" right across the subjects dealt with in contemporary philosophy. But, even though it is written by a team of philosophers, it seemed to me to give its reader a rather distant impression of what it is like when philosophers talk to one another.

Perhaps that is why it is called *What Philosophy Does* rather than What Philosophers Do.

W. D. Hudson

Herbert Marcuse

The Philosophy of Herbert Marcuse by Harold Bleich is published by the University Press of America at £6.50. The author's aim is to organize, clarify and evaluate Marcuse's philosophical critique of contemporary civilization—advanced industrial society. Marcuse's writings are analysed in relation to Hegel's concepts of "freedom" and "reason", Marx's ideas of "alienation" and "species being" and Freud's theories of "instinct" and "Eros".

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Forthcoming events

"Theorizing Language and the Life-world" a conference of interest to philosophy and sociology teachers and students will be held at Sheffield university from August 3-5. Speakers include Professor John O'Neill, Mr Alan Blum and Mr Peter McHugh. All enquiries to Dr M. Roche, Sociology Dept, Sheffield University Sheffield.

* * *

"West of Scotland Transport in the Victorian Era" a one day conference organized by the department of extramural and adult education of Glasgow university will be held on August 12 in the University's Boyd Orr Buildings. Fee: £4. Further details from the Enrolment Secretary, dept of extra mural and adult education at 57/61 Oakfield Avenue, Glasgow G12 8LW.

* * *

Post Compulsory Education in the 1980s, Lancaster university's fourth international conference on higher education will be held from August 29 to September 1. One of the main themes of the conference will be an exploration of the implications of treating post compulsory education as a single system. Speakers include Lord Briggs, provost of Worcester College, Oxford, and Lord Vaizey, professor and head of the department of economics at Brunel University. Further details from Oliver Fulton, conference director Lancaster University.

Honorary degrees

Brunel

DUniv: Professor Mario Umberto Dianzani of the Institute of General Pathology, Turin University; Mr Lewis Waddilove, director of the Joseph Rowntree Memorial Trust Fund.

DTech: Professor James Dwyer, emeritus professor of applied physics, Imperial College.

Liverpool

LittD: Mr Herbert R. Poole, chief executive of Liverpool Council of Social Services; Miss Glenda Jackson, actress; Mr Robert W. Burchfield, fellow and tutor in English language, St Peter's College, Oxford; Professor Alexander Augustine Parker, professor of Spanish literature, Texas University; Professor Eric Gardner Turner, professor of papyrology, University College.

LLD: Sir Robert Mark, former commissioner, Metropolitan Police; Lord Ashby of Brandon, Suffolk, Chancellor, Queen's University, Belfast.

DMus: Dr Gerald Ernest Heal Abraham, former president of the Royal Music Association.

DEng: Sir Harold Montague Finniston, chairman of Sears Engineering Ltd.

DSc: Professor Alan Woodworth Johnson, professor of chemistry and honorary director of the Agricultural Research Council unit of invertebrate chemistry and physiology, Sussex University.

Open University programmes July 22 to 28

Saturday July 22

BBC 1
- Quantum theory and atomic structure: Measurement (SM351; prog 7).
- Technology for teachers: Case Study: Teaching Mechanisms (PET271; prog 8).
- The nineteenth-century novel and its legacy: Germinal (A302; prog 11).

BBC 2
- English urban history 1500-1780: Bartholomew Fair (A322; prog 6).
- Technology foundation course: Traffic Plan for Norwich (T100; prog 30).
- Arts foundation course: Harris Tweed (A101; prog 21).
- Cognitive psychology: Does Cognition Develop? (D303; prog 10).
- Integration and normed spaces: Measurable Functions (M331; prog 6).
- Problems of philosophy: Behaviour Control: Freedom and Morality (A303; prog 9).
- People and organizations: Army Board 2 (DT352; prog 7).
- An introduction to materials: The Manufacture of Silicon Solar Cells (TS251; prog 9).
- Physiology of cells and organisms: Progesterone of the Myometrium (S321; prog 11).
- The nature of chemistry: Photoelectron Spectroscopy (S304; prog 20).
- Telecommunication systems: Telephone Systems: A Case Study (T321; prog 10).
- Mass communication and society: Also Starring (DE353; prog 10).
- Man's religious quest: The Mosque: Prayer in its Setting (AD208; prog 5).
- Elements of music: Harmonic Analysis 1 (A241; prog 5).
- Education and the urban environment: New York: Parents Make the Difference (E361; prog 5).
- Fundamentals of human geography: Diffusion of Dutch Elm Disease (D204; prog 12).
- Comparative physiology: Physiological Mechanisms and Evolution (S322; prog 11).

RADIO 3 (VHF)
- Regional analysis and development: Government Action to Encourage Regional Development (D342; prog 8).
- Urban development: Voluntary Associations (Chicago) (DT201; prog
- The age of revolutions: "The Songs of Innocence and Experience" (A202; prog 22).
- Technology foundation course: Artificial Intelligence (T100; prog 12).
- Arts foundation course: Pastoral and Anti-Pastoral (A101; prog 21).
- Mathematics foundation course: Foundation Maths 11 (M101; prog 11).

Scottish and Welsh Transmitters
- Open Forum—23.
- Man's religious quest: A Marxist Testimony (AD208; prog 17).
- Cognitive psychology: Development Theory: The Real World (D303; prog 7).
- Schooling and society: Class Reproduction—An Interview with Basil Bernstein (E202; prog 11).
- Social work, community work and society: Job Creation (DE206; prog 11).
- Thought and reality: central themes in Wittgenstein's philosophy: Reading the "Philosophical Investigations" (A402; prog 12).
- Mass communication and society: The Sound System (DE353; prog 11).
- Modern art from 1848 to the present: Styles and social implications: Paul Klee: Creating Like Nature (A351; prog 11).
- The nineteenth-century novel and its legacy: Naturalism (A302; prog 11).

Not on North Scottish and Welsh Transmitters
- 14.00 Renaissance and reformation: Luther at the Diet of Worms (A201; prog 22). Reformation studies: Luther at the Diet of Worms (PA981; prog 3).
- 14.20 O.U Announcements/Music Fill.
- 14.40* Personality and learning: Self Concept (E201; prog 21).
- 15.00 Patterns of inequality: International Agencies (D302; prog 22).
- 15.20* Soviet government and politics: Dissent in the Soviet Union—Some Views (D333; prog 8).
- 15.40* Decision making in British education systems: The Centrally Controlled Curriculum (E221; prog 11).
- 16.00* Images and information: Positive Feedback (ST291; prog 6).
- 16.20 Industrial relations: The Private Sector (P881; prog 8).
- 16.40* Telecommunication systems: Telephone System Diagrams (T321; prog 5).

RADIO 3 (VHF)
Alternative Broadcasts for North Scottish and Welsh Transmitters
- 24.00* Schooling and society: Class Reproduction—An Interview (E202; prog 11).
- 00.20* Cognitive psychology: Developmental Theory: The Real World (D303; prog 7).
- 00.40* Man's religious quest: A Marxist Testimony (AD208; prog 17).

Sunday July 23

BBC 1
- 7.15 Systems performance: human factors and systems failure: Mental Health—Whittingham (TD342; prog 13).
- 7.40 Structure, bonding and the periodic law: Fluorine (S25, prog 11).
- 8.05 War and society: Nazi New Order (A301; prog 11).

BBC 2
- 7.40 Making sense of society: Islam in Bolton (D101; prog 22).
- 8.05 Science: a foundation course. The Earth: Its Shape, Internal Structure and Composition (S100; prog 22).
- 8.30 Mathematics: a foundation course. Dilation in Skew Directions (M101; prog 20).
- 8.55 Man-made futures: design and technology. Designing for the Disabled (T262; prog 8).
- 9.20 Systems management: Integration of Information Flow Column (T242; prog 8).
- 9.45 Electromagnetics and electronics: The Pre-Amplifiers (TS282; prog 12).
- 10.10 Topics in pure mathematics: Functors as Strategy (M202; prog 32).
- 10.35 International politics and foreign policy. Territory, Security, Conflict—The Golan Heights (D332; prog 6).
- 11.00 The sociological perspective: Social Class (D283; prog 6).
- 11.25 Open Forum—23.
- 11.50 Mechanics and applied calculus: Vibrations Case Study (MST282; prog 6).
- 12.15 Science and the rise of technology since 1800: The Alkali Industry (AST281; prog 7).
- 12.40* History of mathematics: A Time of Change—The Calculus (AM289; prog 7).
- 13.05 Methods of education enquiry: an empirical approach. Significance and the Normal Distribution (E341; prog 6).
- 13.30 Public administration. Policy for the Under Fives: Oxford and Local Government Re-Organisation (D331; prog 5).

RADIO 3 (VHF)
- 6.00* Renaissance and Reformation: Luther at the Diet of Worms. Reformation Studies: Luther at the Diet of Worms (A201; prog 22. PA981; prog 3).
- 6.20* The nature of chemistry: Applications of Photoelectron Spectroscopy (S304; prog 10).
- 6.40* Decision making in British education systems: The Centrally Controlled Curriculum (E221; prog 11).
- 7.00 Making sense of society: Science as a Social Institution (D101; prog 22).
- 7.20 Science: a foundation course. Seismology and Nuclear Explosion (S100; prog 22).
- 7.45* Open Forum—23.

RADIO 4 (VHF)
- 9.10 The revolutions of 1848: Kossuth and Mazzini (A321; prog 11).
- 9.30 The early Roman Empire and the rise of Christianity: The School of Rhetoric (A291; prog 11).
- 9.50 Great Britain 1750-1950: sources and historiography. Biography and Social History (A401; prog 12).
- 10.10 History of mathematics: Development of Fractions (AM289; prog 8).

RADIO 2 (VHF)
- 24.00* History of architecture and design 1890-1939: The Labour-Saving House (A305; prog 20).
- 00.20 Fundamentals of human geography: Settlement Policies in the North East (D204; prog 8).
- 00.40 The development of instruments and their music: Romantic Keyboard Music (A304; prog 11).

Monday July 24

BBC 1
- 6.40 Urban development: Urban Renewal in Chicago (DT201; prog 11).
- 7.05 Curriculum design and development: Truth, Dare or Promise (E203; prog 11).
- 7.30* Mechanics and applied calculus: Vibrations Case Study (MST282; prog 11).

BBC 2
- 6.40 Systems performance: human factors and systems failure: Earthquakes (TD342; prog 9).
- 7.05* Quantum theory and atomic structure: Measurement (SM351; prog 7).
- 7.30 Ecology: Atholdale: A Limestone Valley (S323; prog 9).
- 10.55* English urban history 1500-1780: Bartholomew Fair (A322; prog 6).
- 17.20 Geology: Climates Of the Past (S23-; prog 11).
- 17.45 Linear mathematics: Fourier Series (M201; prog 22).
- 18.10* Mathematics: a foundation course. Dilations in Skew Directions (M101; prog 20).
- 18.35* Technology foundation course: Traffic Plan for Norwich (T100; prog 30).

RADIO 3 (VHF)
- 6.00 Fundamentals of statistical inference: Decisions and Inferences (M341; prog 6).
- 6.20 Genetics: Hardy-Weinberg Calculations (S299; prog 10).
- 6.40* Man's religious quest: A Marxist Testimony (AD208; prog 17).
- 17.45 The sociological perspective: Occupational Ideology (D283; prog 11).
- 18.05 Microeconomics. Household Determinants: An Oligopoly Market (D283; prog 13).
- 18.25 Topics in pure mathematics: Functors (M202; prog 11).
- 18.45 Electromagnetics and electronics: The Design and Development of the Generalloscope (TS282; prog 9).
- 19.05 Open University Announcements/Music Fill
- 19.10 Making sense of society: Science as a Social Institution (D101; prog 23).

Alternative Broadcasts for North Scottish and Welsh Transmitters
- 00.20* Modern art from 1848 to the present: styles and social implications. Paul Klee: Creating Like Nature (A351; prog 11).
- 00.40* Thought and reality: central themes in Wittgenstein's philosophy: Reading the "Philosophical Investigations" (A402; prog 12).

Tuesday July 25

BBC 1
- 6.40* The nineteenth-century novel and its legacy: Germinal (A302; prog 11).
- 7.05* War and society: Nazi New Order (A301; prog 11).
- 7.30 Images and information: The Crab Nebula: A Case Study (S1291; prog 11).

BBC 2
- 6.40 Computing and computers: Systems Analysis (PM951; prog 9).
- 7.05* Comparative physiology: Physiological Mechanisms and Evolution (S32-; prog 11).
- 7.30* Electromagnetics and electronics: The Pre-Amplifier (TS282; prog 12).
- 10.55 People and work: The Family Doctor (DE351; prog 9).
- 17.20 Decision making in Britain: Government and Industry: The Industrial Relations Act 1972 (D203; prog 13). Government and Industry: Government and Industry: The Industrial Relations Act 1972 (PD983; prog).
- 17.45 Social work, community work and society: Pay for Play School (DE206; prog 14).
- 18.10 The age of revolutions: William Blake: Poet and Painter (A303; prog 11).
- 18.35* Science: a foundation course: The Earth: Its Shape, Internal Structure and Composition (S100; prog 22).

RADIO 3 (VHF)
- 6.00 Oceanography: Deep Sea Photographs (S334; prog 5).
- 6.20* School and Society: Class Reproduction—An Interview with Basil Bernstein (E202; prog 11).
- 6.40* Social work, community work and society: Job Creation (DE206; prog 11).
- 17.45 Biochemistry and molecular biology: DNA Repair (S322; prog 11).
- 18.05 An introduction to psychology: The Tower of Babel (DS261; prog 11).
- 18.25 The digital computer: Design of a Dedicated System (TM221; prog 11).
- 18.45 O.U. Announcements, Music Fill
- 19.10 Arts: a foundation course: The Royal Academy Exhibition 1849 (A101; prog 22).

Alternative Broadcasts for north Scottish and Welsh transmitters
- 24.00* Personality and learning: Self-concept (E201; prog 21).
- 0.20* Renaissance and Reformation: Luther at the Diet of Worms (A201; prog 22). Reformation studies: Luther at the Diet of Worms (PA981; prog 3).
- 0.40* Mass communication and society: The Sound System (DE353; prog 11).

Wednesday July 26

BBC 1
- 6.40* Fundamentals of human geography: Diffusion of Dutch Elm Disease (D204; prog 12).
- 7.05* Linear mathematics: Fourier Series (M201; prog 22).
- 7.30* Technology for teachers: Case Study: Teaching Mechanisms (PET271; prog 8).

BBC 2
- 6.40 Materials under stress: Materials and their Environment (T-; prog 10).
- 7.05* The nature of chemistry: Photoelectron Spectroscopy (S304; prog 20).
- 7.30 History of architecture and design 1890-1939: Wood or Metal? English Furniture of the Thirties (A305; prog 17).
- 11.25 Industrial relations: Us and Them (P881; prog 8).
- 10.55* Curriculum design and development: Truth, Dare or Promise (E203; prog 11).
- 17.20* Oceanography: Migratory Patterns of the Plaice (S334; prog 10).
- 17.45* Images and information: The Crab Nebula: A Case Study (S1291; prog 11).
- 18.10 Genetics: Genetic Manipulation of Wheat (S299; prog 10).
- 18.35 Arts foundation course: Constable Turner (A101; prog 22).

RADIO 3 (VHF)
- 6.00 Reading development: Catchwords (PE231; prog 6).
- 6.20* Industrial relations: The Private Sector (P881; prog 8).
- 6.40 Twentieth century poetry: Brecht as a Political Poet (A306; prog 11).
- 17.45 Urban development: Ethnic and Class Residential Patterns (DT201; prog 16).
- 18.05* Historical data and the social sciences: Sampling Historical Data (D301; prog 1).
- 18.25 Decision making in Britain: Government and Industry, 1977 (D203; prog 27). Government and Industry: Government and Industry, 1977 (PD983; prog 7).
- 18.45 Structure, bonding and the periodic law: Impact of Chlorine on the Chemical Industry (S25-; prog 3).
- 19.05 O.U. Announcements, Music Fill
- 19.10 Systems behaviour: A Tutorial on System Effectiveness (T241; prog 6).

Alternative broadcasts for north Scottish and Welsh transmitters
- 24.00* Genetics: Hardy-Weinberg Calculations (S299; prog 10).
- 00.20* Soviet government and politics: Dissent in the Soviet Union—Some Views (D333; prog 8).
- 00.40* Patterns of inequality: International Agencies (D302; prog 22).

Thursday July 27

BBC 1
- 7.05* Structure, bonding and the periodic law: Fluorine (S25-; prog 11).
- 7.30 Earth science topics and methods: Geological Mapping (S333; prog 6).

BBC 2
- 6.40* Mass communication and society: Also Starring (DE353; prog 10).
- 7.05* Man's religious quest: The Mosque: Prayer in its Setting (AD208; prog 5).
- 7.30* People and work: The Family Doctor (DE351; prog 9).
- 6.35* Making sense of society: Islam in Bolton (D101; prog 22).

RADIO 3 (VHF)
- 6.00* Thought and reality: Central themes in Wittgenstein's Philosophy: Reading the "Philosophical Investigations" (A402; prog 12).
- 6.20 Social psychology: Analyzing the Analyses (2) (D305; prog 11).
- 6.40 Personality and learning: Why Cross-Cultural Studies (E201; prog 22).
- 17.45* Regional analysis and development: Government Action to Encourage Regional Development (D342; prog 8).
- 18.05 Education and the urban environment: Implications of the Taylor Report (E361; prog 6).
- 18.25* Numerical computation: Integration (M331; prog 6).
- 18.45 Systems management: Management Information Systems (T242; prog 6).
- 19.05 OU Announcements Music Fill.
- 19.10* Technology foundation course: Artificial Intelligence (T100; prog 12).

Alternative broadcasts for north Scottish and Welsh transmitters
- 24.00* Twentieth-century poetry: Brecht as A Political Poet (A306; prog 11).
- 00.20* Social work, community work and society: Job Creation (DE206; prog 11).
- 00.40 Open Forum—23.

Friday July 28

BBC 1
- 6.40* The age of revolutions: William Blake (A202; prog 11).
- 7.05* Geology: Climates of the Past (S23-; prog 11).
- 7.30* Genetics: Genetic Manipulation of Wheat (S299; prog 10).

BBC 2
- 6.40 Food production systems: The Kenyan Small Farmer (T273; prog
- 7.05 Decision making in Britain (D203), Government and Industry (PD983): Government and Industry: The Industrial Relations Act, 1972 (prog 13).
- 7.30* Social work, community work and society: Pay for Play School (DE206; prog 14).
- 18.35* Industrial relations: Us and Them (P881; prog 8).

RADIO 3 (VHF)
- 6.00 Curriculum design and development: The Hair Shirt of the Prophet (E203; prog 10).
- 6.20 Patterns of inequality: International Agencies (D302; prog 22).
- 6.40* People and work: The Profession of Medicine (DE351; prog 10).
- 17.45 The age of revolutions: "The Songs of Innocence and Experience" (A202; prog 22).
- 18.05 Statistical sources: Collection and Use of Production Statistics (D291; prog 6).
- 18.25 History of architecture and design 1890-1939: Project Case Study: 66 Frognal, Part 1 (A305; prog 23).
- 18.45* Fundamentals of human geography: Settlement Policies in the North East (D204; prog 8).
- 19.05* Science foundation course: Seismology and Nuclear Explosion (S100; prog 22).

Alternative broadcasts for north Scottish and Welsh transmitters
- 24.00 Environmental control and public health: Noise at the Eighth IOA (PT272; prog 11).
- 00.20* Industrial relations: The Private Sector (P881; prog 8).
- 00.40* Fundamentals of statistical inference: Decisions and Inferences (M341; prog 6).

* Repeated programmes

CHARITY COMMISSION

Charity for Roman Catholic purposes administered in connexion with the Society of the Sacred Heart.

Scheme including appointment of trustees. Ref.: 412509-L2.

The Charity Commissioners propose to make a Scheme for this Charity. Copies of the draft Scheme may be obtained from them (ref. 412509-L2) at 14 Ryder Street, London SW1Y 6AH. Objections and suggestions may be sent to them within one month from today.

COURSES

STUDY AT HOME
for a London University External
DEGREE

Wolsey Hall, the only correspondence college with full courses for London University External BA degrees, provides individual instruction by highly qualified tutors.

Wolsey Hall has a remarkable record of success – a pass rate of over 90% is achieved in some degree subjects, including a high proportion of the 1st and upper 2nd class honours awarded.

Courses cover B.A. in One Subject, B.Sc., Alt. I and II, B.Sc. Econ, LL.B., B.D., London University Diploma and Postgraduate Cert. in Education, College of Preceptors Diplomas, as well as a wide range of professional, career and G.C.E. subjects.

Free prospectus from the Principal
W M M Milligan MBE, TD, MA.
Dept BA1, Wolsey Hall,
Oxford OX2 6PR,
Telephone (0865) 54231
(Ansafone after 4.45. p.m.)

Wolsey Hall OXFORD

Accredited CACC Member ABCC Founded [illegible]

هكذا في الأصل

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Colleges and Departments of Art
Research Posts
Administration
Overseas
Adult Education
Librarians
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Universities

The Papua New Guinea University of Technology

ACADEMIC VACANCIES–1979

DEPARTMENT OF ACCOUNTANCY AND BUSINESS STUDIES

Senior Lecturer

in Accounting preferably with qualifications and experience in Management Accounting and the application of modern technology, including computers, to accounting.

Senior Lecturer

in business studies preferably with qualifications and experience in quantitative methods and the application of modern techniques to decision theory.

Lecturer

in general accounting theory and practice. Lecturer in business studies with qualifications to lecture in public administration and public finance.

Senior Technical Instructor

to instruct in the use of calculating and accounting machines and supervise the accounting laboratory, under the direction of the Senior Lecturer in accounting.

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCE

Lecturer/Senior Tutor

is required to teach ESP in an ESL situation.

DEPARTMENT OF ELECTRICAL AND COMMUNICATION ENGINEERING

Technical Instructor Telecommunications

applications are invited for the above post. Applicants should have experience in teaching telecommunications subjects in technician/technician engineers level. Knowledge of broadcasting techniques would be an advantage. Applicants should provide details of their qualifications and experience.

DEPARTMENT OF ARCHITECTURE AND BUILDING

Lecturer

is required to teach Structures, Building Services and Building Science. Applicants with appropriate qualifications and experience in the fields of architecture, building, engineering or related disciplines will be considered.

DEPARTMENT OF FORESTRY

Lecturer

is required to teach Silviculture.

DEPARTMENT OF MATHEMATICS

Lecturer

is required to teach Engineering Mathematics.

Senior Tutor

is required to teach Engineering Mathematics.

Lecturer

with good background in the teaching of mathematics to Senior Secondary or Junior Tertiary Institution is required. Experience in relevant educational research would also be an advantage.

DEPARTMENT OF FISHERIES TECHNOLOGY

Senior Lecturer/Lecturer

is required in the field of gear technology and fishing methods. Additional teaching experience in other fisheries science disciplines will be an advantage.

SALARY RANGE :—

SENIOR TUTOR/TECHNICAL INSTRUCTOR	K9138-K10138
LECTURER	K10379-K14173
SENIOR LECTURER	K14490-K16171

(As at 14th June, 1978, Kina 1=$A1.20, US$1.3803, UK 0.7516). Allowances additional to salary are payable as follows :—

Married K2300 per annum. Single K1300 per annum. In certain circumstances a child allowance is also payable. An educational allowance and additional fares may be provided for children being educated away from parents' place of residence. Other benefits include furnished housing (hard goods only) supplied at nominal rental, leave fares to place of recruitment every second year and equivalent fares to Canberra, Australia each alternate year and six weeks' annual leave. Superannuation benefits apply in most circumstances. Study leave of six months will accrue after five semesters of service.

Appointments will be on a contract basis for a maximum of three years in the first instance. The University reserves the right to make no appointment or to make an appointment by invitation at any stage.

The successful applicants would be expected to take up their appointments at the commencement in February of the 1979 academic year.

Applications in duplicate should include particulars of age, nationality, marital status, family if any, qualifications, experience, present post and the names and addresses of three referees from whom confidential enquiries can be made. Further information will be forwarded to all applicants.

Applications are required by 30th July, 1978, and should be sent to: The Registrar, The Papua New Guinea University of Technology, P.O. Box 793, LAE, PAPUA, NEW GUINEA.

An additional copy of the application should also be sent to A.C.U. Appointments, 36 Gordon Square, London, WC1H 0PF.

University College London

Appointment of Provost

In consequence of the election of Lord Annan as Vice-Chancellor of the University of London, the Council of University College London intends to appoint a successor to him as Provost from 1 October 1979 or such other date as may be arranged.

The Provost is the chief academic and administrative officer of the College, and is traditionally, one of the London representatives on the Committee of Vice-Chancellors and Principals.

The salary and other emoluments are negotiable, and living accommodation is provided.

Anyone interested in being considered for the post, or wishing to recommend anyone for such consideration, is invited to communicate by 4 September 1978 with the Chairman, Sir Bernard Waley-Cohen, Bt., LL.D., M.A., at University College London, Gower Street, London WC1E 6BT, from whom further particulars are obtainable.

THE UNIVERSITY OF LANCASTER
Appointment of

VICE-CHANCELLOR

The University is to appoint a successor to Sir Charles Carter, its first Vice-Chancellor, who retires on 1 October, 1979. Persons interested in the appointment or who wish to suggest names for consideration by the Joint Council/Senate Committee are asked to write not later than 25 September, 1978, to The University Secretary, The University of Lancaster, University House, Bailrigg, Lancaster, Lancashire LA1 4YW. All correspondence should be marked PRIVATE and will be treated in the strictest confidence. The University reserves the right to appoint to the post by invitation.

A. STEPHEN JEFFREYS, Secretary of the University.

AMGUEDDFA GENEDLAETHOL CYMRU
NATIONAL MUSEUM OF WALES

Assistant Keeper

Department of Zoology

Applications are invited for an Assistant Keeper in the Department of Zoology. Contributory pension rights. Salary scale £5,717 to £8,856 (Assistant Keeper I). Further particulars of the post may be obtained from the Secretary, National Museum of Wales, Cardiff CF1 3NP. Applications (three copies) should be submitted not later than MONDAY, 21 AUGUST, 1978.

ESSEX
THE UNIVERSITY
TEMPORARY LECTURER IN ECONOMICS

Applications are invited for the post of temporary LECTURER in the DEPARTMENT of ECONOMICS for appointment for one year from 1 October 1978. Salary scale £3,660 to £7,308 (under review).

Applications (three copies), including a curriculum vitae and the names and addresses of two referees, should reach the Registrar (AG/44/THES), University of Essex, Wivenhoe Park, Colchester CO4 3SQ, from whom further particulars may be obtained, by August 11th, 1978.

BRISTOL
THE UNIVERSITY
CHAIR IN PHILOSOPHY

The University proposes as soon as possible to make an appointment to a Chair in Philosophy which will become vacant in August 1979, on the retirement of Professor S. Körner.

Suitably qualified candidates are invited to submit applications by September 22, 1978. Further particulars of the appointment may be obtained from the Secretary of the University, Senate House, Bristol BS8 1TH.

LEEDS
THE UNIVERSITY
DEPARTMENT OF ORGANIC CHEMISTRY

Applications are invited for a C.A.S.E. STUDENTSHIP in the above department for work on the synthesis of phenanthroindolizidine alkaloid analogues by a novel and economical route. Analogues will be screened for biological activity by Glaxo Research Limited, in whose laboratories (in Greenford, Middlesex) the student will spend a short time.

Applicants should write to Dr. R. B. Herbert, Department of Organic Chemistry, The University, Leeds LS2 9JT.

SALFORD
THE UNIVERSITY
DEPARTMENT OF ECONOMICS

Applications are invited for a temporary LECTURESHIP in ECONOMICS, tenable for one year from 1st October, 1978. The salary will be within the scale £3,660 to £7,308 per annum. U.S.S.

Further particulars and application forms may be obtained from the Registrar, University of Salford, Salford, M5 4WT, (telephone 061-736 5843, ext. 215) to whom completed applications should be returned by 31st July, 1978, quoting reference number ECON/80/THES.

Re-advertisement

THE UNIVERSITY OF SHEFFIELD
DIVISION OF CONTINUING EDUCATION

Lecturer in Economics and Industrial Studies to be responsible for Hurst House Adult Education Centre, Chesterfield

Applications are invited from men and women Graduates in Economics to teach mainly day release courses for trade unionists. The successful candidate will also be responsible for the administration and management of Hurst House Adult Education Centre and in cooperation with the Workers' Educational Association the Organiser for North East Derbyshire to promote and develop a [illegible] Centre's programme. Initial salary in range £3660-£5282 a year on scale rising to £7308 a year, plus superannuation. Particulars from the Registrar and Secretary, the University, Sheffield S10 2TN, to whom applications (five copies) should be sent by 14th August 1978. Quote ref R100/D1.

Universities continued

UNIVERSITY OF NATAL
Department of Chemistry
Pietermaritzburg

Applications are invited from suitably qualified persons regardless of sex, religion, race, colour or national origin, for appointments to the posts of

LECTURER/SENIOR LECTURER IN INORGANIC CHEMISTRY
PMB 30/78

LECTURER/SENIOR LECTURER IN ORGANIC CHEMISTRY
PMB 31/78

Two posts are available, one in Inorganic Chemistry and the other in Organic Chemistry. One appointment will be made at the Senior Lectureship level and the other at the Lectureship level. Candidates should indicate whether they wish to be considered for a Lectureship or a Senior Lectureship.

As well as participating in the normal teaching programme, incumbents of the posts will be expected to engage in research related to that being carried out in the Department. Current research projects in inorganic chemistry cover the areas of organometallic and metal cluster chemistry and in organic chemistry the area relating to the synthesis of specific biologically active molecules.

The salary scales attached to the posts are:
Senior Lecturer R8,820 x 360—9,900 x 450—1,125 plus 15.5%.
Lecturer R6,300 x 360—9,180 plus 15.5% pensionable allowance per annum.

The commencing notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, an annual vacation savings bonus is payable, subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from the Registrar, University of Natal, P.O. Box 375, Pietermaritzburg, Natal, 3200, with whom applications, on the prescribed form must be lodged not later than 31st August, 1978, quoting the relevant reference.

UNIVERSITY OF JOS NIGERIA

Applications are invited for the

CHAIR OF CHEMISTRY

Appointee will be required to build up a young Department and provide leadership needed during period of rapid growth. The original student intake will enter their fourth and final year for the BSc in 1978/9 and the move to an extensive permanent campus will be taking place over the next few years. Salary scale: N11,240 to N12,420 pa (£9,525-£10,525 pa sterling) (£1 sterling=N1.18). There may be salary supplementation of £2,160 pa (sterling) for married appointees (currently under review and normally free of all tax) plus provision of children's education allowances and holiday visit passages and other benefits. Single appointees qualify under the scheme but the supplementation rate is currently NIL. Fringe benefits include pension scheme or contract addition of 25% of salary (partly taxable); family passages; baggage allowances; subsidised housing allowances; [illegible] allowances. Detailed applications (two copies) with curriculum vitae to be sent to Registrar, University of Jos, PMB 2084, Jos, Nigeria, by 17 August, 1978. Applicants resident in the UK should also send one copy to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further details may be obtained from either address.

BIRMINGHAM
THE UNIVERSITY
CENTRE OF WEST AFRICAN STUDIES

Temporary LECTURESHIP in the SOCIAL HISTORY OF WEST AFRICA in the TWENTIETH CENTURY.

Applications are invited for the appointment tenable for two years from October 1st, 1978 at the earliest. Candidates should have interests in social change in West Africa, particularly in relation to the impact of colonial rule. Starting salary up to sixth point on the lecturer scale (£3,660 to £4,834) plus superannuation.

Further particulars may be obtained from Miss L. R. [illegible], Senate Registry, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom applications (3 copies) naming three referees should be sent by September [illegible], 1978.

THE UNIVERSITY OF PAPUA NEW GUINEA (PORT MORESBY)

Applications are invited for the post of

PROFESSOR OF ANTHROPOLOGY & SOCIOLOGY

Appointee must have a background in social anthropology or sociology and a proven interest and experience in applied problems, social planning or policy in developing countries. Experience in Melanesia would be an advantage. Will be expected to provide leadership within the department in both teaching and research. He/she will be expected to participate in the Staff Development Programme for National Academic Staff and provide supervision for higher degree students. The Professor need not necessarily carry any administrative responsibilities, although he/she is eligible for election to positions carrying such responsibilities. Salary: K20,104 p.a. (£1 sterling K1.31). In addition, an allowance of K1,300 p.a. if single is payable. An extra K1,000 Marriage Allowance and K160 per child Child Allowance may also be payable. Family passages: housing: annual leave fares: study leave and FSSU. In some cases it may be possible to make an appointment on secondment.

Detailed applications (two copies) with curriculum vitae, a recent small photograph and naming three referees to be sent to Secretary, University of Papua New Guinea, Box 4820, University PO, Papua New Guinea, by 30 November, 1978.

Applicants resident in the UK should also send one copy to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further details may be obtained from either address.

UNIVERSITY OF DUBLIN
Trinity College

TEMPORARY LECTURER IN ITALIAN

Applications are invited for the above post in the Department of Italian, Trinity College, Dublin, for the academic year 1978/79, commencing on 1st October 1978.

Appointment will be made within the salary range £4,060-£4,608 p.a.

Application forms and further particulars relating to this post may be obtained from:

The Establishment Officer,
West Theatre,
Trinity College,
Dublin 2.

The closing date for receipt of applications will be 31st August, 1978.

Pembroke & Jesus Colleges, Oxford

LECTURERSHIP IN PHILOSOPHY

Pembroke and Jesus Colleges propose to elect a joint lecturer to assist in the teaching of Philosophy, including the Greek philosophical texts prescribed in the Oxford classical syllabus. The appointment will be for three years from October, 1978, or January, 1979, with possible extension for a fourth year. Further particulars may be obtained from the Senior Tutor, Pembroke College, Oxford, to whom candidates should apply before 7 September, 1978, giving full accounts of their academic career and the names of three referees.

BRADFORD
THE UNIVERSITY
RESEARCH ASSISTANT
SCHOOL OF ARCHAEOLOGICAL SCIENCES

Applications are invited for the above three year post from October 1st, 1978, to undertake examination of Anglo-Saxon Vessel and Window glass under the direction of Dr. R. J. Hunter. Applicants should possess a good honours degree in an appropriate subject, e.g. Glass Technology, Physics or Materials Science. An interest in early technology would be an advantage. Starting salary up to £3,660 (under review).

Further information and application form from the Registrar, Post Ref. PY/RA/563/TH, University of Bradford, West Yorkshire BD7 1DP.

UNIVERSITY OF NATAL
Department of Land Surveying
Durban

Applications are invited from suitably qualified persons, regardless of sex, religion, race, colour or national origin for appointment to the post of

LECTURER/SENIOR LECTURER

The salary scale attached to the post is:
LECTURER: R6,300 x R360—R9,180.
SENIOR LECTURER: R8,820 x R360—R9,900 x R450—R11,250 15½% per annum.

The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, an annual vacation savings bonus is payable, subject to Treasury regulations. Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from the Registrar, University of Natal, King George V Avenue, Durban, with whom applications, on the prescribed form, must be lodged not later than 8th September, 1978, quoting the reference Adv. D36/78.

UWIST
University of Wales

STATISTICAL PROGRAMMER
DEPARTMENT OF COMPUTING

as Computer Officer to help research workers choose and apply statistical methods to their computing to give courses in statistical packages and to help with the running of the university computing service. Applicants should either be qualified in statistics or be experienced in using statistical packages.

Salary: Grade 1A £3,660 to £6,178.

Requests (quoting Ref THES/1) for details and application form to Personnel Section (Academic), UWIST, Cardiff CF1 3NU.

Closing Date: 11 August, 1978.

UNIVERSITY OF STRATHCLYDE

Applications are invited for a

RESEARCH FELLOWSHIP

in the

CENTRE FOR THE STUDY OF PUBLIC POLICY

from Social Science graduates who are fluent in French and/or German or from graduates in French and/or German whose degree included courses in the Social Sciences.

The appointee will work with an international team studying Regional Policy in Europe. Applicants must be prepared to travel in Europe and occasionally in North America.

Appointment on Range IA of the national salary structure for research and analogous staff with commencing salary within the scale £3,660-£4,834 per annum with placing according to age, qualifications and experience. Superannuation benefit.

Appointment for up to three years from 1 October, 1978.

Applications (quoting R25/78) together with the names and addresses of two referees should be forwarded to Mr. K. J. Allen, Centre for the Study of Public Policy, University of Strathclyde, McCance Building, 16 Richmond Street, Glasgow G1 1XQ, from whom further information can be obtained.

CAMBRIDGE
THE UNIVERSITY
PROFESSORSHIP OF MATHEMATICAL PHYSICS

Applications invited for a newly-established Chair of Mathematical Physics in the Faculty of Mathematics. The Professor will be accommodated in the Department of Applied Mathematics and Theoretical Physics. Candidature is limited to persons whose work is connected with Theoretical Astronomy. Pensionable stipend £13,310.

Applications (ten copies), marked "Confidential" should be sent to the Secretary General of the Faculties, from whom further information may be obtained, at the General Board Office, The Old Schools, Cambridge, CB2 1TT. Names of two referees may be submitted if desired. Closing date: 30th August, 1978.

ULSTER:
THE NEW UNIVERSITY
School of Humanities

Temporary Lectureship in West European Studies

Applications are invited for a temporary Lectureship in West European Studies for a period of one year commencing 1st September or 1st October, 1978.

Candidates must have interests in French Institutions, Politics and Society, and be able to teach in French up to final-year honours level.

Appointment will be made on the first three points of the University Lecturer Scale—£3,660-£3,895-£4,130 per annum with FSSU/USS.

Further particulars may be obtained from the Registrar, The New University of Ulster, Coleraine, N. Ireland BT52 1SA (quoting reference 78/85), to whom applications, together with a curriculum vitae and the names and addresses of three referees, should be returned not later than August 7, 1978.

University of Strathclyde

Applications are invited from suitably qualified persons for a

LECTURESHIP IN THE DEPARTMENT OF LIBRARIANSHIP

from applicants who have Bibliographical experience.

Salary scale £3,660-£7,308 per annum with placing according to qualifications and experience. Superannuation benefit.

Application forms and further particulars (quoting 41/78) and enclosing a self-addressed envelope (9in. x 4in.), may be obtained from the Academic Appointments Officer, University of Strathclyde, Royal College Building, 204 George Street, Glasgow G1 1XW, with whom applications should be lodged by 7th August, 1978.

UNIVERSITY OF CAPE TOWN

SENIOR LECTURER AND LECTURER IN CHEMICAL ENGINEERING

Applications are invited for the above posts, vacant as from 1st January 1979. The salary scale for the posts are: Senior Lecturer, R8,460 x 360-9,000 x 450-R11,250 p.a.; Lecturer, R6,300 x 360-9,180 p.a.; plus, in both cases, a pensionable allowance of 15.5%.

Candidates will be expected to participate in the teaching and research activities of the Department, and excellent support for research and for contact with industry exists. General staff benefits include an annual vacation savings bonus, pension and medical aid facilities and a housing subsidy.

A memorandum giving information on the Department and requirements for applicants should be obtained from the Registrar, Room 10, University of Cape Town, Private Bag 8, Rondebosch 7700, South Africa, by whom applications must be received not later than 30th September 1978.

EAST ANGLIA
THE UNIVERSITY
Norwich
ASSISTANT KEEPER

required in the Sainsbury Centre for Visual Arts to assist the Keeper in the developing programmes of the Centre, including the cataloguing of the University collections, the organisation of exhibitions and research. Candidates should have a wide-ranging knowledge of the visual arts and experience of museum work. Suitable qualifications might include a first or second class degree in the history of art and the Diploma of the Museums Association. Salary on the scale £3,660 to £6,178.

Applications (one copy only) which should contain a full curriculum vitae including exact date of birth together with the names and addresses of three persons to whom reference may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich, from whom further particulars may be obtained (telephone 0603 56161 ext. 3126) by no later than 12 August, 1978. No forms of application are issued. In naming three referees you are requested to give only the names of those who can immediately be approached by the University.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

ADMINISTRATIVE ASSISTANT

Applications are invited from graduates for the post of ADMINISTRATIVE ASSISTANT in the Department of Mechanical Engineering. Duties will be concerned with the day to day administration of the Department involving contact with both staff and students.

Salary within scale £3,189-£6,178 p.a. (under review). It is hoped to appoint within the lower half of the scale. Postcard requests for information and application forms to Paul Johnson, Establishment Officer, Ref. 78 ASS/1[illegible].

Loughborough *Leicestershire*

BELFAST
The Queen's University

POSTDOCTORAL RESEARCH ASSISTANT

Department of Applied Mathematics and Theoretical Physics

The postdoctoral research assistant to Professor P. G. Burke, FRS, will work on the calculation of electron-excitation rates of beryllium like ions and their use in the interpretation of satellite observations of the solar ultra-violet. Experience in using computers in atomic collision physics is an advantage but not essential.

The research assistantship is initially for a period of ten months but it is hoped that it may be extended for a further two years. Salary range: £3,660-£4,130 (with USS), initial placing depending on age and experience.

Curriculum vitae and the names and addresses of two referees should be sent as soon as possible to the Personnel Officer, The Queen's University of Belfast, BT7 1NN, Northern Ireland.

BANGOR
UNIVERSITY COLLEGE OF NORTH WALES

Applications are invited for the post of TUTORIAL ASSISTANT in the DEPARTMENT of ENGLISH, to commence on 1st October, 1978.

The person appointed will be responsible for the Department's foreign students, and will be required to carry out some teaching (in the field of post Renaissance Literature) and to assist with the administrative work of the Department.

The appointment, which is for one year in the first instance but may be renewed for a second or a third year, will be in the lower part of the Other Related [illegible] Scale: £3,189 to £3,436 to £5,060 per annum.

Applications (two copies), together with the names and addresses of three referees, should be sent to the Assistant Registrar (Personnel), University College of North Wales, Bangor, Gwynedd LL57 2DG, from whom further particulars may be obtained, to arrive not later than 7th August, 1978.

BEDFORD COLLEGE
(University of London)
DEPARTMENT OF SOCIOLOGY

Applications are invited for the following posts:

RESEARCH OFFICER IN THE LEGAL RESEARCH UNIT

Applicants should have a good honours degree either in law or in the social sciences and some experience of social science research, and will be expected to take charge of particular parts of the ongoing research in the Unit. Salary scale: £3,660 to £6,178 per annum plus £450 per annum London Allowance.

TEMPORARY LECTURER IN SOCIAL POLICY for the Session 1978/79

The successful candidate will be required to give lectures and hold seminars over a wide range of social policy and administration teaching, but special qualifications in income maintenance, or education, or the personal social services would be an advantage. Salary scale £3,660 to £7,308 per annum plus £450 per annum London Allowance for full-time.

TEMPORARY PART-TIME LECTURER IN SOCIOLOGY for the Session 1978/79

The successful applicant will be principally engaged in seminar teaching for first year undergraduates in Sociological Theory, but an ability to contribute to a second year lecture course in Sociological Theory would be an advantage. The appointment would be the equivalent of 60 per cent of a full-time appointment.

Particulars and application forms are available from the Senior Assistant Secretary (Personnel), Bedford College, Regent's Park, London, NW1 4NS. (Tel.: 01-486 4400, ext. 312), to whom applications, stating for which post, should be made by 11th August, 1978.

CAMBRIDGE
THE UNIVERSITY
BOARD OF EXTRA MURAL STUDIES

Applications are invited for the following posts:—

ASSISTANT SECRETARY. Experience in administration is essential and familiarity with financial procedures would be an advantage;

TUTOR-ASSISTANT DIRECTOR in Biological Sciences. An ecologist capable of teaching Natural History, Geomorphology and related topics in environmental science.

Applicants for both posts should be graduates of a British university with a good Honours Degree and should not be less than 25 years of age. Further details can be obtained from the Director, Board of Extra Mural Studies, Madingley Hall, Madingley, Cambridge, CB3 8AQ.

Closing date for applications is the 9th August, 1978.

ESSEX
THE UNIVERSITY
RESEARCH OFFICER FOR NATIONAL SURVEY

RESEARCH OFFICER (Range IB) required to assist with a one-year S.S.R.C.-funded contract for a postal survey of part-time postgraduate students (salary scale £3,189-£4,601 under review). Applicants should have a degree in the Social Sciences with some knowledge and preferably experience of survey methods and statistical work, and should be free to take up appointment within a few weeks of the closing date.

Applications (three copies), including a curriculum vitae and the names and addresses of two referees, should reach the Registrar (AG/45/THES), University of Essex, Wivenhoe Park, Colchester CO4 3SQ, from whom further particulars may be obtained by 28th July, 1978.

EDINBURGH
THE UNIVERSITY
DEPARTMENT OF GEOGRAPHY
LECTURESHIP IN HUMAN GEOGRAPHY

Applications are invited for a Lectureship in Human Geography, vacant from 1st October 1978.

Salary within the range £3,660 to £7,308 per annum.

Applications (three copies, including curriculum vitae and giving the names of two referees) should reach the Secretary to the University, Old College, South Bridge, Edinburgh, EH8 9YL (from whom further particulars may be obtained), by 18th August 1978. Please quote reference 1060.

EAST ANGLIA
THE UNIVERSITY
Norwich
LECTURER IN THE HISTORY OF ART

In the School of Fine Arts and Music, with a knowledge of European Painting and Sculpture 1650-1800. The successful candidate will be required to teach, inter alia, English Art of the Eighteenth and early Nineteenth centuries. Salary will be within the range £3,660 to £4,601 on the scale £3,660 to £7,308, plus U.S.S./F.S.S.U. benefits.

Applications (one copy only) which should contain a full curriculum vitae including exact date of birth together with the names and addresses of three persons to whom reference may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich, from whom further particulars may be obtained (telephone 0603 56161 ext. 3126) by no later than 1 November, 1978. No forms of application are issued. In naming three referees you are requested to give only the names of those who can immediately be approached by the University.

LANCASTER
THE UNIVERSITY
LECTURESHIP IN HISTORY (MEDIEVAL BRITISH)

Applications are invited for a LECTURESHIP in HISTORY with special reference to medieval British history. An interest in or readiness to teach some medieval European history will be an advantage.

Salary on the scale £3,660 to £7,308.

Further particulars may be obtained (quoting reference L.707/A) from the Establishment Officer, University House, Lancaster LA1 4YW, to whom applications (six copies) naming three referees, should be sent not later than August 18, 1978.

MANCHESTER
THE UNIVERSITY
INSTITUTE OF SCIENCE AND TECHNOLOGY
TEMPORARY LECTURER IN ECONOMIC HISTORY

Applications are invited from candidates of either sex for a temporary Lectureship in Economic History in the Department of European Studies and Modern Languages. Candidates should be able to teach the economic history of nineteenth and twentieth-century Europe.

Appointment will be for one year only commencing October, 1978. Salary will be within the range £3,660 to £4,130 per annum on the Lecturer's Scale.

Application forms may be obtained from the Registrar, UMIST, P.O. Box 88, Manchester, M60 1QD, by quoting reference ES/113/CJ. Closing date, 31st July, 1978.

Universities continued

LEEDS

THE UNIVERSITY

DEPARTMENT OF CHEMICAL ENGINEERING

MASTERS DEGREE IN INTEGRATED DESIGN OF CHEMICAL PLANT

Applications are invited for a 1 year course in Advanced Chemical Engineering commencing in October, 1978. Applicants should have a good honours degree in Chemical Engineering or an allied subject. The course includes a major project based on an existing Industrial Plant. It is designed to equip new or older graduates with industrial experience for the demanding careers offered in integrated process design of the chemical industry of the future.

The course is accepted by the S.R.C. as suitable for the tenure of its Advanced Course Studentships.

For details please apply to the Head of Department of Chemical Engineering, The University, Leeds LS2 9JT.

HONG KONG

THE UNIVERSITY

CHAIR OF BUILDING

Applications are invited for a newly established CHAIR of BUILDING, which is the second chair in the School of Architecture. The appointee will be expected to take over responsibility for the development of the School's teaching and research in building and related fields.

Candidates for appointment should hold professional qualifications in quantity surveying, preferably have a higher degree and should have extensive experience of teaching building subjects at tertiary level, preferably in a University.

Annual salary (superannuable) will be within the professorial range and not less than HK$131,640 (£1 = HK$8.60 approximately).

Further particulars and application forms may be obtained from the Secretary General, Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF, or the Assistant Secretary (Recruitment), University of Hong Kong, Hong Kong.

Closing date for applications is 30 September 1978.

HULL

THE UNIVERSITY

DEPARTMENT OF SOCIAL ADMINISTRATION

TEMPORARY LECTURER IN SOCIAL ADMINISTRATION

Applications are invited for appointment to the post of Temporary LECTURER in SOCIAL ADMINISTRATION. This post will be tenable for one year from 1st October 1978, and has been created to replace a senior member of staff who is absent for the academic session. The person appointed will be expected to participate in general social policy teaching within the Department, and a particular interest in the administration and management of social services would be desirable.

Salary scale: £3,660 to £7,308 per annum.

Applications (6 copies) giving details of age, qualifications, experience and research interests, together with the names of three referees, should be sent by 31st July, 1978 to the Registrar, The University of Hull, Hull HU6 7RX from whom further particulars may be obtained.

LEICESTER

THE UNIVERSITY

DEPARTMENT OF CHEMISTRY

RESEARCH ASSOCIATE

Applications are invited for a POSTDOCTORAL RESEARCH ASSOCIATE to work with Professor S. Trippett on the stereochemistry of substitution at five-coordinate phosphorus for a period of two years from 1st October, 1978. Starting salary not lower than £3,660 per annum.

Applications, which should include a curriculum vitae and the names of two referees, should be sent to Professor S. Trippett, Department of Chemistry, University of Leicester, Leicester LE1 7RH.

LONDON

THE UNIVERSITY

UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for the following appointments:

CHIEF EXAMINER from June 1981

ASSISTANT EXAMINERS from June 1981

Advanced Level English (new syllabus): Pilot Scheme in an optional alternative paper 4, "Varieties of English".

Applicants should be graduates or hold appropriate qualifications and should be between the ages of 25 and 65 with three years' recent teaching experience. Examining experience would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance School Examinations Council, University of London, 66-72 Gower Street, London, WC1E 6EE to whom completed forms should be returned not later than 18th August, 1978. Applicants should enclose a self-addressed label.

LANCASTER

THE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

Applications are invited for the post of RESEARCH FELLOW to work in collaboration with Dr. Steve Duck on a research programme about friendship development and collapse in applied and naturalistic settings. Applicants with extensive postgraduate research experience and an interest in work with adolescents are especially encouraged to apply. The appointment will be from October 1, 1978 to September 30, 1982 and salary will be on a scale from £3,895 to £5,730 with U.S.S.

Further details may be obtained (quoting ref. L169/A) from the Establishment Officer, University House, Bailrigg, Lancaster LA1 4YW, to whom applications (five copies), naming three referees, should be sent not later than August 15, 1978.

LEEDS

THE UNIVERSITY

SCHOOL OF ECONOMIC STUDIES

Applications are invited for the fixed term temporary post of RESEARCH ASSISTANT/RESEARCH OFFICER for one year from 1 September, 1978. The successful candidate will give general assistance to members of staff with their research, particularly with computer programming, and will be expected to give some help to class teaching in the quantitative field.

Salary either on the IB Scale (£3,189 to £4,601) (under review) or the IA Scale (£3,660 to £6,178) (under review) for Research and Analogous Staff.

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 31/17/00. Closing date for applications 21st August, 1978.

LEEDS

THE UNIVERSITY

SCHOOL OF CHEMISTRY

Applications are invited for the post of DEPARTMENTAL ASSISTANT for administration in the School of Chemistry. Duties mainly concerned with undergraduate matters (admissions, registration, student records, student statistics, examinations) but involve other matters including supervision of the school general clerical staff (7). Previous secretarial and/or administrative experience would be advantageous.

Salary on the IB scale for Administrative Staff: £3,189 to £5,382 (under review).

Further particulars available from the Registrar, The University, Leeds, LS2 9JT, (quoting reference number 43/1/1), to whom 4 copies of an application should be returned by 21st August, 1978.

LONDON

THE UNIVERSITY

QUEEN ELIZABETH COLLEGE Kensington

TEMPORARY LECTURER IN SOCIAL NUTRITION

(Re-advertisement)

Applications are invited for for a temporary Lectureship for three years in social nutrition. The person appointed will be required to organize the teaching of social nutrition and engage in, and supervise, research in this area; and will also be required to assist in the teaching of general nutrition in the department. Applicants should have carried out research, and published work, in some aspect of social nutrition.

Salary in the Lecturer scale £3,684 to £7,308 per annum according to qualifications and experience, plus £450 per annum London Allowance.

Application forms and further particulars from the College Secretary, Queen Elizabeth College, Campden Hill Road, London W8 7AH. Closing date: 31st August, 1978.

LONDON

THE UNIVERSITY

QUEEN MARY COLLEGE

POLITICAL STUDIES DEPARTMENT

Applications are invited for a LECTURESHIP, temporary for one year in first instance, with some possibility of permanency. Candidates should have special interests in any field except that of Political Thought.

Salary in lower part of Scale, £3,660 to £7,308 per annum plus £450 London Allowance.

Application forms and further details available from The Registrar, (THES) Queen Mary College, Mile End Road, London E1 4NS, to be returned by 16th August.

LONDON

IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY

LECTURESHIP IN CONTROL SYSTEMS

Applications are invited for a temporary LECTURESHIP in CONTROL SYSTEMS. The appointment is for one year. The control section has responsibilities for graduate and undergraduate courses in control systems and undergraduate courses in computing science and has strong research interests in stochastic systems, identification, optimal control and optimization, computer-aided design and industrial automation.

Salary will be in the range £3,660-£7,308 plus £450 London Allowance.

Applicants should send a curriculum vitae and the names of three referees to Professor J. H. Westcott, Department of Computing and Control, Imperial College, London SW7 2BZ, as soon as possible.

MIDDLESEX

BRUNEL UNIVERSITY

DEPARTMENT OF ELECTRICAL ENGINEERING AND ELECTRONICS

Applications are invited for the following lectureships tenable from 1st October, 1978.

(a) LECTURESHIP IN ELECTRICAL ENGINEERING

The successful candidate will be required to assist in the teaching of power electronics at post-graduate level, and undergraduate courses in power utilization and machines. It is also essential that the applicant be able to contribute to the research interests of the department either in power electronics or power systems.

(b) LECTURESHIP in ELECTRONIC ENGINEERING

The successful candidate would be expected to assist in the teaching of undergraduate and post-graduate courses in the design of electronic circuits including CAD techniques and/or communication systems. The applicant must also be able to contribute to the existing research activities of the department.

Preference will be given to candidates with recent industrial experience and/or a Ph.D. in a relevant area.

Salary within the Lecturer Scale £3,685 to £7,308 (under review) plus £450 London Allowance with USS/USS benefits. Appointment to one of the posts will be made one one of the first seven points £3,685 to £5,098 of the above scale.

Application form and further particulars from the Assistant Secretary (Establishment), Brunel University, Uxbridge, Middlesex UB8 3PH, or telephone Uxbridge 37188, Extension 49.

NEWCASTLE UPON TYNE

THE UNIVERSITY

ADMINISTRATIVE ASSISTANT IN THE ESTABLISHMENTS SECTION OF THE REGISTRAR'S OFFICE

Applications are invited for an appointment as an ADMINISTRATIVE ASSISTANT in the Establishments Section of the Registrar's Office. Candidates should be graduates or the holders of an equivalent professional qualification and should preferably have some previous experience in administration and/or the personnel/industrial relations field.

Salary will be at an appropriate point on the Grade 1A scale: £3,189 to £6,178 per annum according to age, qualifications and experience, but it is likely in view of the experience required to be in the upper half of the scale. Membership of the appropriate University superannuation scheme will be required.

Further particulars may be obtained from the Registrar, The University, Newcastle upon Tyne, NE1 7RU with whom applications (3 copies), together with the names and addresses of three referees, should be lodged not later than 23rd August 1978.

THE CITY UNIVERSITY

SENIOR LECTURER IN JOURNALISM

Applications are invited for the above post from experienced newspaper journalists with teaching or training experience in journalism and with an honours degree. The successful applicant will direct Journalism Studies in the Centre for Arts and Related Studies.

The Centre offers a one-year postgraduate diploma course in journalism which is recognized by the National Council for the Training of Journalists. In addition to helping students to become competent journalists, the course offers provision for specialization in science, economics and industry, industrial relations, politics and international relations and arts criticism. The Centre is planning other postgraduate and post-experience courses for experienced journalists to meet the needs of the industry at home and overseas; research interests are also being developed.

Salary will be on the scale £7,074 to £8,730 per annum (under review) plus £450 per annum London Allowance.

Further particulars and application forms may be obtained from the Deputy Academic Registrar, The City University, St. John Street, London EC1V 4PB. (Tel. 01-253 4399, Ext. 339.) Please quote reference CARS/214. Closing date 4th August, 1978.

THE OPEN UNIVERSITY

FACULTY OF TECHNOLOGY

TWO YEAR SECONDED ELECTRONICS

The person appointed will be expected to contribute to the preparation of two electronics courses: one introductory and the other more advanced. This will involve writing teaching texts, presenting television programmes, and designing home experiments. He or she will also be expected to take part in the maintenance of ongoing electronics courses.

A good honours degree in electronic/electrical engineering or physics is expected. Teaching, research or industrial experience, together with an ability to communicate via the written word, will be important considerations in selection.

Seconded lecturers must be able to obtain leave of absence from their current employers who would be reimbursed by the Open University for salaries, insurance and pension contributions. The necessary arrangements will be implemented through mutual agreement between the two institutions. The appointment is from September, 1978, but a different starting date could be arranged if this is not convenient to the person appointed.

Application Forms and further particulars are available, by postcard request please, from The Recruitment Office (MH3583/5), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL, or by telephone from Milton Keynes 63405, or there is a 24 hour answering service on Milton Keynes 63868.

Closing date for applications August 4, 1978.

THE OPEN UNIVERSITY

FACULTY OF SOCIAL SCIENCES

LECTURESHIP IN GEOGRAPHY/URBAN PLANNING

Applications are invited from persons with qualifications in urban geography or as a geographer/planner for a LECTURESHIP in GEOGRAPHY/URBAN PLANNING. The person appointed will be expected to participate in the remaking of the Faculty's Urban Development course and to contribute to courses in geography and planning.

Salary will be on the Lecturer scale £3,660 to £7,308 per annum, plus U.S.S. benefits.

Application forms and further particulars are available, by postcard only please, from The Recruitment Office, (MH/3355/2), The Open University, Walton Hall, Milton Keynes, MK7 6AL, or by telephone from Milton Keynes 63405. There is a 24 hour telephone answering service on Milton Keynes 63868. Closing date for applications: 1st August, 1978.

THE OPEN UNIVERSITY

FACULTY OF EDUCATIONAL STUDIES

COURSE CO-ORDINATOR

Applications are invited for a permanent course co-ordinator post now vacant in the Faculty of Educational Studies. The holder of the post will be concerned in the first instance with the updating and maintenance of the Faculty's course entitled E321 "Management in Education".

He or she will be involved in the academic and administrative co-ordination of course teams working on the production of maintenance of courses.

Salary will be at an appropriate point on the scale £2,904-£4,811 per annum (currently under review), according to age and experience, and the post carries U.S.S. benefits.

Application forms and further particulars are available, by postcard request please, from The Recruitment Office (MH3328/3), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL, or telephone Milton Keynes 63405: there is a 24 hour answering service on 63868.

Closing date for applications: 4th August, 1978.

THE OPEN UNIVERSITY

RESEARCH ASSISTANT IN LITERATURE

Applications are invited for the above post based at the headquarters of the Open University, Walton Hall, Milton Keynes.

Duties will include assistance with the production of course material and with building up library holdings in literature.

Applicants should have a first class or good upper second class degree in English, and should intend to proceed to a higher degree.

Preference will be given to candidates with a special interest in seventeenth century English Literature.

The post will be tenable from September, 1978, or as soon as possible thereafter, for three years in the first instance. Salary will be at an appropriate point on the scale £3,189 to £4,601 per annum.

Application forms and further particulars are available, by postcard request please, from The Recruitment Office (TTRL/2), The Open University, P.O. Box 76, Walton Hall, Milton Keynes, MK7 6AL, or telephone Milton Keynes 63405; there is a 24 hour answering service on 63868.

Closing date for applications: 1st August, 1978.

THE OPEN UNIVERSITY

FACULTY OF EDUCATIONAL STUDIES

TWO-YEAR TEMPORARY LECTURESHIP IN THE CURRICULUM STUDIES DISCIPLINE GROUP

Applications are invited for the above post. The post will be principally concerned with the maintenance and teaching of course E361 "Education in the Urban Environment", with some limited participation in a new course in the area of Multi-Cultural Education. It is hoped that the appointed person will take up the post as soon as possible. A secondment arrangement will be considered.

Salary will be on the scale £3,660 to £7,308.

Application forms and further particulars are available, by postcard request, please, from the Recruitment Office (please ensure that you quote the reference number MH3891/1), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL, or telephone Milton Keynes 63405; there is a 24-hour answering service on 63868.

Closing date for applications 4th August, 1978.

WALES

THE UNIVERSITY

UNIVERSITY COLLEGE OF SWANSEA

SENIOR RESEARCH ASSISTANT

Applications are invited for the vacancy of SENIOR RESEARCH ASSISTANT in the Department of Applied Mathematics. Applicants should have a Ph.D. or equivalent experience. The successful candidate will work on a Science Research Council sponsored project, with Professor H. N. V. Temperley, on percolation, colouring and related problems in the statistical mechanics of periodic crystal lattices.

The appointment, which will be for up to two years, from 1st October, 1978, will be on a commencing salary up to £4,130, plus U.S.S./U.S.D.P.S. benefits.

Further particulars and application forms (two copies) may be obtained from the Personnel Officer, University College of Swansea, Singleton Park, Swansea SA2 8PP, to whom they should be returned by Friday, August 4, 1978.

SHEFFIELD

THE UNIVERSITY

DEPARTMENT OF MICROBIOLOGY

Applications are invited from men and women for the following two posts financed by S.R.C., both tenable for three years from October, 1978.

(1) POSTDOCTORAL RESEARCH ASSISTANT to work on the mechanism of methanol assimilation in yeasts. This will involve isotopic work with whole cells and purification and study of enzymes. Applicants should possess, or expect to possess in the near future, a Ph.D. in microbiology or biochemistry. Salary up to £4,130 a year on Range 1A.

(2) POSTGRADUATE RESEARCH ASSISTANT to support work on the mechanism of methanol assimilation in yeasts and bacteria. This will involve extensive use of continuous culture apparatus, preparation of special substrates for, and assay of, enzymes. Applicants should possess an Honours degree or its equivalent in microbiology, biochemistry or applied aspects; interest and experience in the instrumentation of chemostats would be an advantage. Initial salary £3,189 a year.

Particulars from Professor J. R. Quayle in the above Department, to whom applications, quoting two referees, should be sent by 7 August, 1978. Quote reference R 165/DL.

SHEFFIELD

THE UNIVERSITY

DEPARTMENT OF ZOOLOGY

POST-DOCTORAL RESEARCH ASSOCIATE

Applications are invited from men and women for a post-doctoral research associate experienced in fish physiology to participate in studies, financed by the Science Research Council, entitled "Renal, haemodynamic and Micropuncture analysis of endocrine and environmental actions in elasmobranchs". Tenable November 1, 1978 to May 31, 1980. Initial salary up to £4,305 a year.

Applications with the names of two referees to Dr. J. W. Henderson, Department of Zoology, The University, Sheffield S10 2TN. Quote ref. R170/DL.

THE OPEN UNIVERSITY

STAFF TUTOR

Yorkshire

Applications are invited for the post of STAFF TUTOR for the FACULTY OF TECHNOLOGY.

Staff Tutors are concerned with tutorial aspects of the University foundation and higher level courses. Main duties include: liaison with members of central academic staff involved in writing and evaluating courses, assistance to the Regional Director in the appointment, training and supervision of part-time tutors, tuition in study centres and teaching at residential Summer Schools as required. There will be a considerable amount of evening work and travel.

The successful candidate will be appointed to the Faculty but will be based in the Yorkshire Regional Office in Leeds and will be organisationally responsible to the Regional Director.

Applicants should be honours graduates and preferably have had experience of teaching at University level. Arrangements might be made in suitable cases for candidates to be seconded or to take leave of absence from their present posts. Salary will be at a point appropriate to the successful candidate's qualifications and experience on the lecturer scale (£3,660 to £7,308).

Application Forms and further particulars are available, by postcard request please, from The Recruitment Office (MH1470), The Open University, P.O. Box 75, Walton Hall, Milton Keynes, MK7 6AL, or by telephone from Milton Keynes 63405; there is a 24 hour answering service on MK 63868. Closing date for applications: 15th September 1978.

SHEFFIELD

THE UNIVERSITY

FACULTY OF LAW

Applications are invited from men and women holding a [illegible] Honours Degree in Law for [illegible] Junior Research Fellowship [illegible] the above Faculty to carry [illegible] research under supervision [illegible] an area relating to the [illegible] prosecution process and [illegible] contribute to the [illegible] teaching programme. [illegible] Science training or [illegible] research experience [illegible] an advantage but is [illegible]. Tenable from 1st O[illegible] 1978. Initial salary [illegible] £3,189 to £3,858 a year.

Particulars from the [illegible] trar and Secretary, The [illegible] versity, Sheffield S10 2[illegible] whom applications (6 [illegible]) should be sent by 11th Au[illegible] 1978. Ref.: R 168/DL.

SOUTHAMPTON

THE UNIVERSITY

DEPARTMENT OF GEOG[illegible]

A RESEARCH ASSIST[illegible] SHIP is available for a [illegible] year period from 1st S[illegible] ber, 1978, to assist in a[illegible] vestigation on Seaport D[illegible] ment in European Com[illegible] ties. The work will [illegible] interviews with decision ma[illegible] in ports and shipping [illegible] panies in several E.C. [illegible] tries.

Salary up to £3,660 [illegible] annum plus USS benefits.

Applications giving details [illegible] age, experience, etc., and [illegible] names of two referees [illegible] be sent to D. A. S. [illegible] The University, Southa[illegible] SO9 5NH, by 31st July, 1978, quoting reference 34[illegible]

SURREY

THE UNIVERSITY

DEPARTMENT OF CIVIL ENGINEERING

LECTURER IN CIVIL ENGINEERING

Applications are invited for the post of LECTURER [illegible] design of structural [illegible] particular emphasis on [illegible] A knowledge of construct[illegible] materials would be an a[illegible] The person appointed wi[illegible] expected to teach on b[illegible] postgraduate and undergr[illegible] ate courses and engage [illegible] other departmental duties.

It is expected that the c[illegible] didates for the above post [illegible] hold a good honours deg[illegible] with appropriate teaching, [illegible] search and practical exp[illegible] ence.

Salary will be within [illegible] range: £3,660 to £7,308 [illegible] annum, with superannuation under U.S.S. conditions.

Further particulars may b[illegible] obtained from the Acad[illegible] Registrar (LPG), Univers[illegible] of Surrey, Guildford, Surr[illegible] GU2 5XH. or Tel.: Guildf[illegible] 71281, Ext. 463, to whom a[illegible] plications, from men a[illegible] women in the form of a cu[illegible] riculum vitae, including t[illegible] names and addresses of two referees should be sent by 18 August, 1978.

SURREY

THE UNIVERSITY

LECTURER IN FRENCH AND SPANISH

Applications are invited from suitably qualified candidates for a three-year appointment as LECTURER in FRENCH and SPANISH in the Department of Hotel, Catering and Tourism Management.

The post involves teaching nonspecialist undergraduate and postgraduate students in both languages from beginners to advanced levels. Opportunities for research will exist and close contact is maintained with the Department of Linguistics and International Studies.

The appointment will be from the 1st January, 1979, and the salary range is £3,660-£7,308 per annum, depending on qualifications and experience. Superannuation under U.S.S. conditions, with deductions of 6% per cent of salary monthly.

Further particulars about the post may be obtained from the Academic Registrar (LPG), University of Surrey, Guildford, Surrey GU2 5XH. Tel.: Guildford 71281, Ext. 463. Applications from men and women in the form of a curriculum vitae, together with names and addresses of two referees, should be sent to the above by 4th September, 1978.

Fellowships and Studentships

THE UNIVERSITY OF LEEDS

DEPARTMENT OF MINING AND MINERAL SCIENCES

MATHEMATICAL MODELLING—MINERAL PROCESSING

Applications are invited for the post of Research Fellow, for a fixed period of two years, to work on technico-economic models of mineral processing plant. This is an unusual appointment, and relates to the S.R.C. "Total Technology" Ph.D. scheme, which the Department of Mining and Mineral Sciences is operating in collaboration with a major Mining House. The successful candidate will be required to collaborate with existing members of staff, research students, and industry, in the construction of technically and economically realistic computer models. Some general involvement in Departmental life will also be required.

It is expected that the candidates will be mathematicians, computer scientists, or chemical engineers, with a postgraduate qualification, and/or experience in modelling in the process industries.

Salary will be on the IA Scale for Research and Analogous Staff: £3,660-£6,178 (under review).

Applications should be forwarded to Dr A. C. Apling, Department of Mining and Mineral Sciences, The University, Leeds LS2 9JT, by 18th August, 1978.

ABERDEEN

THE UNIVERSITY

DEPARTMENT OF CHEMISTRY

S.R.C. CASE STUDENTSHIP IN PHYSICAL CHEMISTRY

Applications are invited from persons with a first or upper second class honours degree in chemistry or polymer science and who are qualified under S.R.C. nationality or residence conditions for a CASE studentship. The research will be on the development of ion selective electrodes for use with surfactants. It will provide a training in polymer, colloid and electrochemistry.

Further particulars may be obtained from Professor P. Hearn, to whom application should be made before 24th July, 1978.

BRADFORD

THE UNIVERSITY

SCHOOL OF ENVIRONMENTAL SCIENCE

SRC RESEARCH STUDENTSHIP for 3 years leading to PhD available for mathematical-modelling of air pollution arising from road traffic, based on data to be collected using an existing mobile laboratory. First class or 2/1 degree in mathematics/statistics with some knowledge of chemistry e.g. "A" level, required.

Enquiries/application forms from Dr B. Leadbeater, Environmental Sciences, University of Bradford, West Yorkshire BD7 1DP. Ref. RS/LS/TH.

LANCASTER

THE UNIVERSITY

DEPARTMENT OF POLITICS

TUTORIAL FELLOWSHIP IN POLITICS

Applications are invited for a Tutorial Fellowship in the Department of Politics. The post will be tenable for 12 months, starting on 1st October, 1978.

The person appointed will be expected to spend up to an average of five hours per week teaching on undergraduate courses and to be actively engaged in research. The appointment will be made in the field of European government and politics, and preferably in West German politics.

Salary on the scale £1,914 to £3,169.

Further details (quoting ref. L74/C) are available from the Establishment Officer, University House, Bailrigg, Lancaster, LA1 4YW, to whom applications (five copies) naming two referees should be sent not later than 9th August, 1978.

ST. ANDREWS

THE UNIVERSITY

S.R.C. C.A.S.E. RESEARCH STUDENTSHIP IN THEORETICAL PHYSICS

Applications are invited for a S.R.C. CASE Research Studentship tenable for three years from October, 1978, to work on a project on small polarons in real crystals in collaboration with A.E.R.E. Harwell. The project will be supervised by Dr L. R. Friedman (St. Andrews) and Dr. A. M. Stoneham (Harwell). The successful candidate will be registered for a Ph.D. degree of the University of St. Andrews.

For further details and applications contact Dr. J. F. Cornwell, Department of Theoretical Physics, University of St. Andrews, St. Andrews, Fife. (Telephone St. Andrews 4381.)

WALES

THE UNIVERSITY

SAINT DAVID'S UNIVERSITY COLLEGE

Lampeter

DEPARTMENT OF GEOGRAPHY

WELSH COUNCIL STUDENTSHIP IN RURAL TRANSPORT

Applications for the above Studentship (leading to a higher degree) are invited from graduates or those expecting to graduate with First or Upper Second Class Honours Degrees in Geography or any Social or Environmental Science which includes a substantial element of transport study.

The project, in collaboration with the Welsh Office, involves the study of trip generation in the countryside and the effects of increasing traffic volumes on minor rural roads.

Further details may be obtained from Dr. P. J. Cloke, Department of Geography, Saint David's University College, Lampeter, Dyfed SA48 7ED to whom applications, including the names and addresses of two referees and a brief curriculum vitae should be sent by August 11, 1978.

LEEDS

THE UNIVERSITY

DEPARTMENT OF ORGANIC CHEMISTRY

Applications are invited for a six-term temporary post of POSTDOCTORAL RESEARCH FELLOW to work on a project sponsored by the M.R.C., with Dr. R. B. Herbert on the structure and biosynthesis of vitamin D derivatives in plants. The post is tenable for 3 years from 1st October 1978. Commencing salary in the range £3,660 to £4,130 of the IA Scale for Research and Analogous Staff (under review).

Applications as soon as possible with the names and addresses of 2 referees to Dr. R. B. Herbert, Department of Organic Chemistry, The University, Leeds LS2 9JT.

Department of Physical Sciences

SRC CASE STUDENTSHIP IN POLYMER/COLLOID CHEMISTRY

A study of the permeation of vapours through films formed from polymer lattices. The project is in collaboration with C.D.E. Porton Down, Wilts, and is relevant to binders used in protective clothing applications. The student will spend a period each year working in their laboratories to gain experience of advanced techniques. A definite interest in the physico-chemical aspects of polymer and colloid chemistry would be an advantage.

Further details and application forms can be obtained from The Assistant Director and Chief Administrative Officer, Trent Polytechnic, Burton Street, Nottingham. Applications to be returned as soon as possible.

TRENT
POLYTECHNIC
NOTTINGHAM

Polytechnics

ULSTER COLLEGE

THE NORTHERN IRELAND POLYTECHNIC

Faculty of the Arts

LECTURER II IN PRINTMAKING (TEMPORARY POST)

Applications are invited for a temporary appointment of one year's duration to teach Printmaking as an integral part of the BA(Hons) Degree Course in Graphic Design. Applicants should have experience in teaching and be fully conversant with autographic silkscreen, etching and block-printing techniques. A knowledge of process camera operation is desirable.

Applicants should hold one of the following qualifications—A Diploma in Design of the Royal College of Art, BA(Hons) in Art and Design, The Diploma in Art and Design or the National Diploma in Design.

Faculty of Technology

LECTURER II/SENIOR LECTURER QUANTITY SURVEYING

Applicants should be Chartered Surveyors or holders of equivalent degree or professional qualifications. Adequate post-qualification professional experience is essential and previous teaching experience is desirable. Candidates will be expected to contribute to the research and development programme of the school and to teach to both degree and post-graduate level.

Salary Scales: Lecturer II £4,101-£6,558

Senior Lecturer £6·051-£7,065/£7,572.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and now has a student population of some 7,100. It has extensive new purpose-built accommodation, including 750 residential places on the 114 acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms which must be returned by August 9, may be obtained by telephoning Whiteabbey (0231) 65131, ext. 2243 or by writing to: The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Shore Road, Newtownabbey, Co. Antrim BT37 0QB.

KINGSTON POLYTECHNIC

RESEARCH ASSISTANTSHIPS in ENGINEERING AND COMPUTER SCIENCE

Applications are invited from graduates with a strong interest in computing for the following projects:—

School of Electronic Engineering & Computer Science

THE DESIGN OF HIGH-SPEED DIGITAL FILTERS

An investigation of the implementation of adaptive filters for video-signal processing using up-to-date signal-processing technologies.

ALGEBRAIC MANIPULATION BY COMPUTER

To design and implement a preprocessor for conversion of problems input in mathematical form to a form in which they can be efficiently handled by an algebra system.

ADAPTIVE ALGORITHMS FOR REAL-TIME DIGITAL IMAGE PROCESSING

An investigation into new algorithms for adaptive estimation and prediction of two-dimensional image data and their implementation using special purpose real-time hardware.

School of Mechanical, Aeronautical and Production Engineering

NUMERICAL ENGINEERING—COMPUTER AIDED MANUFACTURE AND COMPUTER AIDED DESIGN

To investigate the relationship between the application of micro-processors to the control of machine tools, and to computer aided design and manufacture.

AUTOMATIC CONTROL OF ENGINE TEST CELL

Automatic testing of a diesel engine under dynamic loading conditions and mathematical modelling of the system.

CHARACTERISTICS OF A VERTICAL AXIS WIND TURBINE

Investigation of the static and dynamic structural responses of Darrieus wind turbine.

Salary range £2673-£2835 inc. Further details (please state area of interest) and application forms from Academic Registry Dept. AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames, KT1 2EE. 01-549 1366. Closing date 31 August, 1978.

Lecturer Grade II/ Senior Lecturer

Civil Engineering

An ability to specialise in Public Health Engineering, Hydraulics or Hydrology is desirable. Candidates should hold an appropriate academic qualification and preferably be corporate members of a major engineering institution.

Lecturer Grade II/ Senior Lecturer

Accounting

This appointment to commence in September or as soon as possible thereafter. Applicants will be required to teach on degree and other professional courses.

Salary: £4101-£7065 (Bar)—£7572 pa.

Further details and form of application available from The Assistant Director and Chief Administrative Officer, Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date 2nd August, 1978.

TRENT
POLYTECHNIC
NOTTINGHAM

ULSTER COLLEGE

THE NORTHERN IRELAND POLYTECHNIC

Faculty of Technology

LECTURER II BUILDING TECHNOLOGY

Salary Scale: £4101-£6558

Applicants should have a knowledge and understanding of the principles, factors and requirements which influence the design and construction of buildings together with a modern approach to the practical production and construction processes involved and be graduates or a member of a professional institution associated with the construction industry.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and now has a student population of some 7,100. It has extensive new purpose-built accommodation including 750 residential places on the 114-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms which must be returned by August 7 may be obtained by telephoning Whiteabbey (0231) 65131 ext 2243 or by writing to: The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Shore Road, NEWTOWNABBEY, Co Antrim BT37 0QB.

WOLVERHAMPTON

THE POLYTECHNIC

SENIOR LECTURER IN ACCOUNTING

(With special reference to the public sector) required to commence as soon as possible in the Department of Business Studies.

Salary Scale: £6,501 to £7,065 (bar) £7,572.

Further details and application forms from The Establishment Officer, The Polytechnic, Wolverhampton WV1 1LY.

WOLVERHAMPTON

THE POLYTECHNIC

PART-TIME LECTURER IN PSYCHOLOGY

Required to lecture on one or more degree courses for which psychology is a component.

Contact S. E. Poppleton, Principal Lecturer in Psychology, The Polytechnic, Wolverhampton WV1 1LY. Telephone 0902 27331.

THE POLYTECHNIC OF WALES POLITECHNIG CYMRU

Applications are invited for the following posts in

THE DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

to teach Electronics to Degree and Diploma students.

POST 1:

PRINCIPAL LECTURER

POST 2:

SENIOR LECTURER

Applicants must have experience of teaching Electronics at Honours Degree level and should preferably have had relevant industrial experience.

An active research interest in one aspect of Electronic Engineering is desirable.

Salaries: Principal Lecturer—£7,047-£7,818 (bar)—£8,044 (inclusive); Senior Lecturer—£6,051-£7,065 (bar)—£7,572 (inclusive).

Please enclose large s.a.e. for application form and further particulars from: The Personnel Officer, The Polytechnic of Wales, PONTYPRIDD, Mid-Glamorgan. Tel. No.: (0443) 405133.

Closing date 19th August, 1978.

Resident Hall Manager

£4,530-£4,917 pa inc.

to maintain the efficient running of the Polytechnic's student halls of residence at Tottenham, north London.

Applicants should have some experience of management in a comparable post, and possess a relevant professional qualification.

Please write for full details and an application form, posting first class to: Appointments Officer (ref. 118.1A), Middlesex Polytechnic, Bounds Green Road, London N11 2NQ. Closing date August 4.

Middlesex Polytechnic

MANCHESTER

THE POLYTECHNIC

DEPARTMENT OF LAW

LECTURER in LAW required to teach SOCIOLOGY of LAW and CRIMINOLOGY.

It is intended to hold interviews early in September. It is hoped that the successful candidate would be in post for the session beginning September next.

Salary scale: Lecturer II £4,101 to £6,558.

For application form (returnable by 4 August, 1978) please send a self-addressed envelope marked "L/20" to the Secretary, Manchester Polytechnic, All Saints, Manchester M15 6BH.

PORTSMOUTH

THE POLYTECHNIC

DEPARTMENT OF ECONOMICS AND ECONOMIC HISTORY

LECTURER II/SENIOR LECTURER IN ECONOMICS

Preference will be given to candidates with postgraduate qualifications wishing to specialize in managerial economics and willing to assist in the teaching of quantitative methods.

Salary scale: £4,101 to £6,051 (efficiency bar) to £7,572 per annum.

RESEARCH FELLOW/ASSOCIATE

MARINE RESOURCES RESEARCH UNIT

GRADUATES (male/female) in ECONOMICS, AGRICULTURAL ECONOMICS or FISHERIES STUDIES for the post of Research Fellow/Associate. Research experience in resource economics or a related area is required. The post entails some teaching of economics.

Salary scales: Research Fellow, £4,218 to £4,332 per annum; Research Associate, £3,810 to £3,609 per annum.

Application forms and further details from the Staff Officer, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QQ, to whom completed applications should be returned by August 4, 1978.

Please quote ref. G46.

TEESSIDE

THE POLYTECHNIC

DEPARTMENT OF CIVIL AND STRUCTURAL ENGINEERING AND BUILDING

Applications are invited for the following post:

LECTURER II/SENIOR LECTURER in ARCHITECTURAL STUDIES

Candidates should possess a good degree in an appropriate discipline and/or be corporate members of a recognised professional body. Architectural/Building experience essential.

Salary scale: £4,101-£6,558 (Bar) £7,065 (Bar) £7,572.

The appointment will be made within the lower band of the above scale.

LONDON

THE POLYTECHNIC OF CENTRAL LONDON

SCHOOL OF ENGINEERING AND SCIENCE

RESEARCH FELLOW AND RESEARCH ASSISTANT

Required for multi-micro-processor systems project.

A research fellowship is offered to develop systems architecture of a multi-micro-processor structure and investigate especially process co-ordination and synchronisation as well as data transport aspects. Doctoral research or industrial experience in micro-processors, data communication networks and software for distributed computer systems would be an advantage. The fellow would be expected to undertake responsibility for the development of a prototype machine.

A research assistantship is offered to help with the same project, especially to investigate the hardware and interconnection aspects. Experience in digital electronics, microprocessors, digital communications and fibre optics would be an advantage. The assistant is normally required to register for postgraduate studies which leads to a C.N.A.A. Ph.D. Degree and to satisfy the admission requirements.

The research fellowship will be tenable from 1st October, 1978, for three years and the salary will be within the range of £4,149 to £4,605.

The research assistantships will be tenable from 1st October, 1978, for three years and the salary will be within the range of £2,778 to £2,940 (to be revised).

Requests for details and applications should be sent to Establishment Officer, Polytechnic of Central London, 309 Regent Street, London W.1. (closing date 15th August, 1978).

LIVERPOOL

THE POLYTECHNIC

DEPARTMENT OF MATHEMATICS

RESEARCH ASSISTANT

To undertake investigation into the computational efficiency of iterative methods for the solution of polynomial equations. The post may be of particular interest to graduates with a qualified interest in numerical analysis and statistics, who should possess a good first degree in Mathematics.

Salary scale: £2,[illegible]-£2,985 per annum.

Application forms and further particulars from Dr. [illegible], Department of Mathematics, Liverpool Polytechnic, Byrom Street, Liverpool L3 3AF. Telephone 051-207 3581, ext. [illegible]. Closing date [illegible] 31st July, 1978.

LONDON

POLYTECHNIC OF THE SOUTH BANK

LECTURER Grade I in BAKING TECHNOLOGY

(Ref. [illegible])

(Re-advertisement)

To teach theory and practical aspects of a wide range of subjects concerned with baking technology, initially in C. & G. Advanced Craft and Technician standard.

Candidates must have at least the C. & G. Full Technological Certificate in Breadmaking and Flour Confectionery, with appropriate industrial experience.

Salary (subject to formal approval) within the range: £3,[illegible] to £5,[illegible], plus £[illegible] Inner London Allowance. Starting point depending on qualifications, training and experience.

Further particulars and application forms from the Staffing Officer (Room 116), Polytechnic of the South Bank, Borough Road, London SE1 0AA. Tel. 01-928 8989.

LONDON

POLYTECHNIC OF THE SOUTH BANK

SCHOOL OF MANAGEMENT AND ADMINISTRATIVE STUDIES

LECTURER II in PUBLIC ADMINISTRATION

(Ref. MA.1)

To teach and develop courses in Government, Public Administration and Politics, mainly in the Faculty of Administrative Studies, up to first degree level.

Salary (subject to formal approval) within the range: £4,101 to £6,558 plus £450 Inner London Allowance. Starting salary depending on experience.

Further particulars and application forms from the Staffing Officer (Room 116), Polytechnic of the South Bank, Borough Road, London SE1 0AA. Tel.: 01-928 8989.

LEICESTER

THE POLYTECHNIC

SCHOOL OF FINE ART

B.A. Honours Course

Two part-time PAINTERS required for each term, commencing September and changing Christmas and Easter. Practising artists of strong professional commitment required: teaching experience desirable but not essential.

Two consecutive days a week, termly, eight hours a day at £5.70 an hour, plus one second-class return fare.

Applications (for commencement in September, January and April) giving full details, academic and professional to Staffing Officer, Leicester Polytechnic, P.O. Box 143, Leicester, LE1 9BH.

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Polytechnics continued

MANCHESTER

THE POLYTECHNIC

Staff Development and Educational Methods Unit

LECTURESHIP

Applications are invited for a one-year post (starting 1st September) to assist the development, for staff in Further Education, of support materials, for workshops and self-study, relating teaching methods to educational objectives.

The successful candidate will be expected to contribute more generally to the Unit's activities in Further Education and Higher Education. Interest in and experience of teaching in Further Education, particularly in Technician Education, would be welcome.

Salary scale: Lecturer II, £4,101 to £6,558.

For application form (returnable by 4th August, 1978) please send a self-addressed envelope marked "S.734" to the Secretary, Manchester Polytechnic, All Saints, Manchester M15 6BH.

MANCHESTER

THE POLYTECHNIC

DEPUTY WARDENS

HALLS OF RESIDENCE (teaching appointments)

Applications are invited for residential DEPUTY WARDENSHIPS at the Cavendish and Lowford Halls. These posts are at Senior Lecturer level and the holder is expected to teach within his/her subject area as part of the duties. Applicants from any subject area will be considered.

The halls are located at the city centre site.

Salary scale: £6,051 to £7,572.

For further particulars and application form (returnable by 7 August 1978) please send a self-addressed envelope marked "S.735" to the Secretary, Manchester Polytechnic, All Saints, Manchester M15 6BH.

PAISLEY

COLLEGE OF TECHNOLOGY

DEPARTMENT OF MATHEMATICS AND COMPUTING

(Re-advertisement)

TWO LECTURESHIPS IN COMPUTING

Applications are invited from people wishing to teach at graduate and postgraduate level in the following areas:

(a) applications of computing to at least one of management sciences, simulation, statistics;

(b) data base, systems analysis or the applications of computers in business.

The first of these posts will be a permanent appointment and the other a temporary position for two years.

The department is responsible for honours degrees in Computing, Mathematical Sciences, and a postgraduate diploma in Applied Statistics and Operational Research.

Salary will be within the range £4,050 to £7,608 (Grade "A" Lectureship).

Application forms and further particulars available from Establishment Section, Paisley College of Technology, High Street, Paisley, PA1 2BE, Renfrewshire (telephone: 041-887 1241, ext. 234). Please quote reference number THLS/16-1. Closing date, Monday, 7th August 1978.

Miscellaneous

THE BANK OF ENGLAND PRINTING WORKS

require a

WOOD ENGRAVER/DESIGNER

to fill a post in a Section engaged in the preparation and production of designs for security documents. Experience of security printing is not essential.

Candidates should be skilled engravers with experience in Graphic Design or Illustration, between 20 and 40 years of age and should preferably be graduates of the Royal College of Art or hold an equivalent degree. Salary will be according to qualifications and previous experience. There is a non-contributory pension scheme together with other benefits.

Applicants should write stating age, full details of qualifications and previous experience to the Staff Manager, Bank of England Printing Works, Langston Road, Loughton, Essex IG10 3TN.

Librarians

LONDON

THE CITY UNIVERSITY

SUB-LIBRARIAN

Applications are invited from graduate Chartered Librarians and information scientists with considerable appropriate library experience for the appointment of Sub-Librarian with special responsibility for Information Services. Salary will be on the scale £5,654 to £7,308 per annum (under review) plus £350 per annum London Allowance.

Details and application forms can be obtained from the Deputy Academic Registrar, The City University, St. John Street, London EC1V 4PB. Telephone: 01-253 4399, ext. [illegible]. Please quote reference [illegible]

PRESTON

THE POLYTECHNIC

SCHOOL OF ECONOMICS AND BUSINESS STUDIES

Applications are invited for the post of RESEARCH ASSISTANT for a continuing study of the Economy of the Fylde Coast. Applicants should have an interest in Regional and/or Industrial and/or Labour Economics.

Salary scale £3,[illegible] to £4,[illegible]. Commencing salary will depend on qualifications but is unlikely to be less than £3,[illegible] per annum.

Application forms and further details may be obtained from the Chief Administrative Officer (Staffing), Preston Polytechnic, Corporation Street, Preston PR1 2TQ, to whom completed applications should be returned by 11th August, 1978.

SUNDERLAND

THE POLYTECHNIC

GLASS ARTIST IN RESIDENCE

Northern Arts in conjunction with Sunderland Polytechnic is offering a post of Glass Artist in Residence at Sunderland Polytechnic.

The post is for one year with an option of one further year subject to agreement by the parties concerned.

The salary is £2,750 per annum; £250 will be available for purchase of some of the work produced.

Sunderland Polytechnic will provide facilities and accommodation.

An application form and further particulars may be obtained from the Personnel Officer, Sunderland Polytechnic, Chester Road, Sunderland, SR1 3SD, and should be returned as soon as possible.

Miscellaneous

SUSSEX

CHAPLAIN IN HIGHER EDUCATION

Third member of Anglican chaplaincy team serving institutions of Higher Education in the Brighton area, required for January, 1979. Candidates may be male or female, preferably lay, and ready to be Warden of the Chaplaincy Centre. Appointment in the first instance for three years.

Enquiries for full details to Education Department, Diocesan Church House, 9 Brunswick Square, Hove, E. Sussex, BN3 1EN.

Personal

POSTALOANS UNSECURED

£10 to £1,000

RICHMOND INVESTMENTS LTD.

4 The Green, Richmond, Surrey, 01-940 9835/2930 ext. 1344

Administration

LEICESTER

THE UNIVERSITY

TWO POSTS OF SENIOR ADMINISTRATIVE ASSISTANT IN THE ACADEMIC OFFICE

Applications are invited from GRADUATES for two posts of Senior Administrative Assistant in the Academic Office. One post will be concerned with the organization and conduct of the University's examinations, the lecture timetable and room allocations, Board of the Faculty of the Social Sciences, and a number of other Boards of Senate. The other post will be concerned with the work of the Higher Degrees Section, the Board of the Faculty of Arts, the Staff-Student Council, and a number of other Boards of Senate.

Salary according to qualifications and experience on the Scale IA, £3,189 to £6,178 with superannuation benefits.

Further particulars from the Registrar, to whom applications on the form provided should be returned by Friday, 18th August, quoting reference THSAA.

PRESTON

THE POLYTECHNIC

Applications are invited for the post of:

LECTURER II in SOCIAL ADMINISTRATION (Specialist in Personal Social Services)

Salary scale, £4,101 to £6,558

Application forms and further details for this re-advertised post may be obtained from the Chief Administrative Officer, Preston Polytechnic, Corporation Street, Preston, PR1 2TQ, to whom completed applications should be returned by 4th August [illegible]

Research

University of Manchester

INSTITUTE OF SCIENCE AND TECHNOLOGY STUDENTS' UNION

Applications are invited for the post of Research Officer to UMIST Students' Union for a fixed term of three years. The Research Office is a back-up facility for the Union's general educational, welfare and political work. The ability to carry out original research into various aspects of higher education, competence in survey techniques, the ability to maintain a small information office, a proven standard of written English and report-writing, knowledge of the higher education field, sympathy with the aims of student unions and a cheerful disposition are all desirable qualities.

Salary range within the NJC Scale AP3 £3,732-£4,146.

Applications, including particulars of three referees and a sample of written work, should be addressed to the Union Manager, UMIST Union, P.O. Box 88, Sackville Street, Manchester M60 1QD. Closing date 28th July, 1978.

CARDIFF

THE UNIVERSITY COLLEGE

A STUDY OF BEHAVIOUR AND LEARNING PROBLEMS IN SOUTH WALES SCHOOLS

A SENIOR RESEARCH ASSOCIATE and a RESEARCH ASSOCIATE are required for the above project on a four-year contract. Relevant research experience and academic practical qualifications in education, sociology or psychology are required. Duties to commence as soon as possible. Salary range: £5,178 to £6,[illegible] (Senior Research Associate), £4,601 to £5,262 (Research Associate).

Applications (2 copies) together with the names and addresses of two referees, should be forwarded to the Vice-Principal (Administration) and Registrar, University College, P.O. Box 78, Cardiff CF1 1XL. Closing date 28th July. Please quote reference 1560A (Senior Research Associate) or 1560B (Research Associate).

STIRLING

THE UNIVERSITY

DEPARTMENT OF SOCIOLOGY

RESEARCH ASSISTANT wanted until June 1979 for analysis of a Social Survey project. Competence in statistical techniques and computer use essential.

Salary will be up to 3,600 per annum.

Further particulars can be obtained from the Secretary (TH), University of Stirling, Stirling, FK9 4LA, to whom applications together with the names of two referees, should be sent by 4th August 1978.

CARDIFF

UNIVERSITY COLLEGE

DEPARTMENTS OF EDUCATION, SOCIAL ADMINISTRATION

AN ECOLOGICAL AND CROSS CULTURAL STUDY OF YOUNG CHILDREN AND THEIR FAMILIES

Applications are invited for

(1) One full-time post as RESEARCH FELLOW on the above study of social influences on family life and child development. A good honours degree in any of the social sciences or education is essential. Please quote reference 1562A.

(2) Two half-time posts as RESEARCH ASSISTANT on the above study. Whilst a good honours degree is desirable for these posts, applications will be considered from other applicants with experience in interviewing or family assessment. Please quote reference 1562B.

Salary for all three appointments will be within Research and Analogous Scale IB: £3,[illegible] to £4,[illegible] (or pro-rata). Duties to commence as soon as possible. All appointments are for one year in the first instance.

Applications (2 copies), together with the names and addresses of two referees, should be forwarded to the Vice-Principal (Administration) and Registrar, University College, P.O. Box 78, Cardiff CF1 1XL, from whom further particulars may be obtained. Closing date: August 4, 1978.

BIRMINGHAM

THE UNIVERSITY

DEPARTMENT OF PHYSICS

RESEARCH FELLOWSHIP

Applications are invited for the post of RESEARCH FELLOW, tenable for 18 months from 1st October, 1978, to work on the project "Mechanical and electrical properties of lake, sea and glacier ice" funded by NERC; principal investigator, Dr. J. W. Glen. Candidates should hold a Ph.D. in an appropriate branch of physics.

Salary in the range £5,[illegible] to £5,[illegible] plus superannuation. (To be reviewed from 1st October, 1978). Maximum starting salary will be according to age and experience.

Further particulars are available from the Assistant Registrar, Science and Engineering, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom applications (5 copies) including full curriculum vitae and naming three referees should be sent by Monday, 7th August, 1978. Please quote ref.: TDTO.

Holidays and Accommodation

FURNISHED FLATS

MAIDA VALE

Available for faculty students September–October – May–June. All fully furnished s/c with kitchen, bath, w.c. Applications from College Accommodation Authorities only. Brochure available. Tel.: 586 3711, or write to: A.K. Management Co. Ltd., 64 Queen's Grove, London NW8 6ER.

Announcements

FEDERATION OF AUSTRALIAN UNIVERSITY STAFF ASSOCIATIONS

WARNING

The Australian Vice-Chancellors' Committee has stated it is in the best interests of Australian universities to have a number of fixed-term appointments.

This Federation, representing the academic staff in Australian universities, warns potential applicants for academic positions against accepting an appointment on a fixed-term contract.

The Federation is opposed (except in isolated cases) to fixed-term contracts because of the contradiction between such appointments and the concept of academic freedom. The positions are usually offered on a three-year basis. Fixed-term appointees cannot initiate and follow through long-term programmes, cannot adequately supervise post-graduate students and may find the necessity of having to find further employment a distraction towards the end of their term.

The Federation is further opposed to the use of fixed-term contracts as a device in lieu of a probationary period of appointment to any tenurable position.

The Federation also believes that inadequate compensation is given to terminating fixed-term appointees (although return fares and removal expenses are usually paid) for their enforced redundancy.

The Federation's policies on fixed-term appointments stem from a genuine desire to maintain the highest standards in Australian universities and to uphold the tradition of academic freedom and tenure. While this notice is designed as a warning it is not intended to dissuade overseas applicants from applying for positions in Australian universities where proper procedures exist.

Further information on the Federation's policies on fixed-term appointments may be had from the undersigned,

L. B. Wallis,
General Secretary,
F.A.U.S.A.,
499 St. Kilda Road, Melbourne, Vic., 3004, Aust.
(Phone (03) 26-1264)

13015

Colleges of Further Education

WEST GLAMORGAN County Council

Applications are invited from suitably qualified persons for the following posts in the Authority's Further Education Service for January, 1979, or earlier agreed dates.

WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION

School of Business

PRINCIPAL LECTURER IN MANAGEMENT STUDIES

The Institute is seeking a person with significant professional experience and proven leadership skills for appointment to this responsible and challenging post. Applicants should be graduates in a relevant discipline and with several years' experience at senior management level.

Applicants must possess the drive, enthusiasm and vision necessary to lead a team of staff in the promotion of a wide variety of management courses for industrial and commercial organisations and the public services. The post is broad-based and it is an essential qualification for the person appointed to be able to communicate effectively with managers at all levels, and to have the ability to plan and develop programmes to satisfy the needs of organisations on an individual or group basis.

Salary Range: £7,047-£8,844 p.a. (Post Ref FI/12.20.78)

SENIOR LECTURER IN MANAGEMENT INFORMATION AND FINANCIAL CONTROL

Applicants should possess a degree, preferably in Economics or Business Studies and a professional qualification in Accountancy, together with extensive relevant experience in an industrial environment where modern management techniques are practised.

Applicants should be experienced in the development and implementation of central control systems providing accounting and financial information as an integral part of the management decision-making process. In addition, they should possess genuine management and communication skills of a high order and be prepared to play a vital and leading role in the provision of a wide variety of management courses for industry, commerce and the public services

Salary Range £6,051-£7,572 p.a. (Post Ref FI/13.20.78)

School of Technology

LECTURER II IN MECHANICAL AND PRODUCTION ENGINEERING

The person appointed will be required to contribute to the teaching of Engineering Design and should have a special interest in some aspect of Mechanical or Production Engineering.

In addition to teaching in a range of courses including B.Ed. (Design and Technology), TEC Higher Certificate and Diploma Courses, participation will be expected in course and curriculum development and the development of computer-aided design techniques. Applicants should hold a first degree or an equivalent professional qualification. Teaching experience, although desirable, is not essential.

Sarlary Range £4,101-£6,558 p.a. (Post Ref. FI/14.20.78)

School of Art

LECTURER I IN ILLUSTRATION AND DESIGN

Applicants must be practising COMMERCIAL ILLUSTRATORS with three or four years' commercial experience and an S.I.A.D. qualification or equivalent. The successful applicant will be expected to instruct students in Illustration, Design and Reproduction Techniques to a professional standard leading to the S.I.A.D. Diploma.

Salary Range £3,192-£5,334 p.a. (Post Ref. FI/15.20.78)

Application forms are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference(s).

CLOSING DATE. The closing date for the receipt of completed application forms is Friday, 1st September, 1978.

John Beale
Director of Education,
Education Department,
Princess House,
Princess Way, SWANSEA.

LONDON

INNER LONDON EDUCATION AUTHORITY

CHELSEA SCHOOL OF ART

DESIGN HISTORIAN

Visiting TUTOR or TUTORS (2-3 days p.w.) required for September, 1978, to be responsible for teaching B.A. (Hons.) Graphic Design students at Chelsea. The syllabus is centred on the history and theoretical context of Graphic Design, within the history of modern design as a whole. Some practical experience within Graphic Design desirable but not essential.

Write with C.V. and references as soon as possible to the Head of Department of History of Art and Design, Chelsea School of Art, Manresa Road, London, S.W.3.

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Colleges of Further Education continued

WEST GLAMORGAN County Council

Applications are invited from suitably qualified persons for the following post in the Authority's Further Education Service from 1st September, 1978.

Neath Technical College

LECTURER I IN ACCOUNTANCY

A well qualified person is required to teach accounting in the Commerce Department. Applicants must have knowledge and experience of the use of computers and data-processing techniques in business practice. A knowledge of statistics and teaching experience would also be an advantage. (Post Ref. 5FNTC/1.21.78.)

Application forms are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference.

Closing date. The closing date for the receipt of completed application forms is Thursday, 3rd August, 1978.

John Beale, Director of Education.

General Vacancies

THE CASE CLEARING HOUSE OF GREAT BRITAIN AND IRELAND

DIRECTOR

The Case Clearing House is an independent organisation providing a range of services to management education in industry and the academic world. It is currently situated at the Cranfield Institute of Technology, Bedford. Applications are invited for the newly established post of Director.

The successful candidate will be responsible for developing the activities of the Clearing House in a number of chosen fields allied to management education. He or she is likely to have had teaching experience in business studies or management, and/or industrial experience at a senior level, as well as a sound knowledge of the development and use of case study material.

The initial appointment will be for a three-year period. Salary will be negotiable c. £9,500 p.a.

Letters of application, or enquiries, should be addressed to: The Chairman, The Case Clearing House of Great Britain & Ireland, Cranfield Institute of Technology, Bedford MK43 0AL. Telephone No: Bedford 750903.

EFL Teacher Trainer/ Marketing Executive

Longman English Teaching Services require an ELT enthusiast to join their marketing department. This expanding department is responsible for market research and teacher-training activities for the extensive range of materials published by Longman for the teaching of English as a foreign language.

An important aspect of this position involves visiting European countries giving teacher-training demonstrations and talks, and collecting market information during these visits. The successful candidate will also be expected to produce training materials and be involved with analysing market and product research.

A post-graduate qualification in TEFL or Applied Linguistics will be needed for this position. If you also have experience of training teachers, especially overseas, please write or telephone for further information and an application form.

Mrs. S. Etherington,
Personnel and Training Manager (Publishing),
Longman Group Limited,
Longman House,
Burnt Mill, Harlow, Essex.
Tel: Harlow (0279) 26721.

Longman

THE NATIONAL HOSPITALS COLLEGE OF SPEECH SCIENCES

PORTLAND PLACE, LONDON, W.1

require a

LOCUM LECTURER IN PSYCHOLOGY

(1st October, 1978-31st May, 1979)

Applications are invited from lecturers, clinical or educational psychologists for the above post. The successful candidate will prepare students for the present three-year Diploma of the College of Speech Therapists, help coordinate the work of visiting lecturers in psychology, aid in selection procedures and be expected to take an interest in the clinical aspects of the course.

Salary in accordance with Whitley Council Senior Scale. For further details and application form contact the Personnel Department, National Hospitals for Nervous Diseases, Queen Square, London WC1N 3BG. Tel: 01-837 3611, Ext. 65.

CENTRAL COUNCIL FOR EDUCATION AND TRAINING IN SOCIAL WORK

Social Work Education Adviser

(LEEDS OFFICE)

Applications are invited for an interesting and demanding job in the team of Social Work Education Advisers based in the Council's Leeds Office, and working under the general direction of the Regional Principal. This Office covers the whole of the north of England, east and west of the Pennines, and willingness to travel is essential.

Advisers undertake a variety of duties, including maintaining links between the Council and universities and colleges, and liaising with local authorities and other employers. Candidates should be experienced in social work teaching and administration in higher or further education and/or experienced in staff supervision and training at senior level in the personal social services. Knowledge about residential care and about the needs of the mentally/physically disabled and/or the elderly is desirable.

The salary scale for the appointment is £5,262 x 11 annual increments to £7,782. The point of entry will be determined after taking into account age, experience and qualifications.

Application forms and further details from the Principal Administrative Officer, CCETSW, Derbyshire House, St. Chad's Street, London, WC1 8AD. Applications should be returned by 31st July, 1978. Interviews are expected to be held in September, 1978. Informal inquiries welcomed by the Regional Principal, Mrs S. Greve, General Buildings, Bond Court, Leeds, LS1 2UB. Tel. Leeds 31516.

CCETSW

UNION OF STUDENTS UNIVERSITY OF WARWICK

wish to appoint a

Permanent Secretary

on scale £5,954-£7,308 p.a. (under review)

Relative experience and an understanding of Student Unions is essential for this senior appointment.

Further information and application forms available from the President, Union of Students, University of Warwick, Coventry, CV4 7AL (0203 27406). Final date for receipt of applications July 27th. Interviews will be held during the second week in August.

ARTS COUNCIL OF GREAT BRITAIN

RESEARCH PROJECT AT THE INSTITUTE OF CONTEMPORARY ARTS

The Arts Council wishes to appoint an experienced social scientist with a good knowledge of contemporary arts to conduct a study at the Institute of Contemporary Arts in London. The objectives of the research, which will supplement the Council's normal process of continuous assessment, will be to produce a detailed evaluation of the experiences of the visitors to, and artists and performers at, the I.C.A., and to relate these experiences to the priorities and practices of the management and staff, to budgetary constraints, and to the nature and location of the building.

The research and writing of the report will necessitate a full-time commitment for twelve months commencing this autumn, and the fee offered will be not less than £5,500 and commensurate with the age and experience of the person appointed.

Applications with full curriculum vitae and the names and addresses of two referees should be sent by the 7th August, 1978, to the Establishment Officer, Arts Council of Great Britain, 105 Piccadilly, London, W1V 0AU, from whom further details are available.

LONDON

EDUCATION AND MEMBERSHIP OFFICER

The Institute of Fuel, the leading energy institute, incorporated by Royal Charter and a constituent member of the Council of Engineering Institutions requires a university graduate and/or chartered engineer with relevant experience. Salary indicator circa £6,000 per annum.

Written application should be sent to the Secretary at 18 Devonshire Street, Portland Place, London W1N 2AU.

Colleges and Institutes of Technology

LIVERPOOL

HEAD OF GENERAL STUDIES DEPARTMENT
Grade IV

RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road, Liverpool L19 3QR

Applicants should have graduate or professional qualifications in an appropriate field with substantial experience at a senior level in further education and a sound understanding of technician and craft education and training requirements.

Further particulars and application forms returnable by 4th August may be obtained from the Principal at the College. Readvertisement.

Courses

LONDON

QUEEN MARY COLLEGE (University of London)

PART-TIME M.Sc. COURSE IN GENETICS

Applications are invited for a part-time M.Sc. Course in Genetics beginning October, 1978. Most aspects of genetics will be covered and the course is designed particularly for individuals in full-time employment in education, industry or medicine.

Applicants should normally possess a good honours degree in Biology or a related discipline. Further details and application forms can be obtained from the Deputy Registrar, Queen Mary College (University of London), Mile End Road, London E1 4NS.

CAMBRIDGE

FOUR-WEEK INTENSIVE COURSES

AT BROOKSIDE COLLEGE CAMBRIDGE

Brookside College will be holding the following four-week courses commencing August 7th.

(1) Modern English Literature. This course will consist of lectures and seminars and, as well as focusing on the major work of the first half of the twentieth century, will give considerable emphasis to the literature of the period 1945 to the present day.

(2) Training Courses in the Teaching of English as a Foreign Language. This course gives equal emphasis to both the theoretical and the practical aspects of teaching foreign students at levels ranging from elementary to advanced, and includes the teaching of examination techniques.

Both courses will conclude with optional examinations. Students successful in these examinations will be awarded appropriate certificates. The two courses may be combined for a composite (reduced) fee. For further details write to: The Vice Principal, Brookside College, 5 Brookside, Cambridge, Telephone 0223 [illegible]

Bursaries in Offshore Structures

CRANFIELD INSTITUTE OF TECHNOLOGY
ADVANCED TEACHING
APPLIED RESEARCH

S.R.C. and industrially sponsored bursaries are available for the MSc course in Offshore Structures commencing October, 1978. Offshore Engineers are urgently required to design and develop structures for exploration and production of North Sea Oil and Gas. Former Cranfield-trained Offshore Engineers have found well-paid positions with Oil Companies and the Offshore Industry.

For further information and application forms, honours graduates in engineering should write to Dr. C. L. Kirk, Cranfield Institute of Technology, Cranfield, Bedford MK43 0AL. Tel. 0234 750111, Ext. 241.

Colleges of Higher Education

Hull College of Higher Education

CATERING MANAGER

£5,209-£5,770 Inclusive PO1 (1-5)

To be responsible for the effective and economic provision of catering services throughout the College.

STAFFING OFFICER

£4,759-£5,065 Inclusive SO1

To be responsible for the effective conduct of all aspects of the "personnel administration" function at the College.

DEVELOPMENT OFFFICER (Sites and Buildings)

4,759-£5,065 Inclusive SO1

To be responsible within the Accommodation Services Unit for College-related aspects of the development of schemes with the FE Major Building Programme.

MANAGEMENT INFORMATION OFFICER

£3,861-£4,214 Inclusive AP4

To be responsible to the Chief Administrative Officer to develop and implement appropriate Management Information Systems at the College.

ADMINISTRATIVE ASSISTANT TO THE DEAN OF STUDIES

Business and Management Studies/Finance and Administration/Continuing Education.

£3,395-£3,773 Inclusive AP3

Required to provide an effective administrative support to the Dean of Studies and to development/operation of the several related schools, including the major course development programme, Training Services Agency (TOPS) Courses, and extensive short course and conference activities.

ADMINISTRATIVE ASSISTANT TO THE DEAN OF STUDIES

Teacher Education and Applied Social Studies/Humanities and Community Education.

£3,395-£3,773 Inclusive AP3

Required to provide an effective administrative support to the Dean of Studies and the development/operation of the Schools, including major course development programme, the proposed Professional Centre for teacher education, and course operation according to the validating bodies, e.g., the University of Hull, the Council for National Academic Awards, Central Council for Education and Training in Social Work, etc.

Application forms and further details may be obtained from the address below, to which completed forms should be returned within ten days of the appearance of the advertisement.

The Personnel Section,
Hull College of Higher Education,
Cottingham Road, Hull HU6 7RT.
Tel: (0482) 41451.

Colleges and Institutes of Higher Education

Doncaster Metropolitan Institute of Higher Education

Applications are invited for the following posts, available from 1 September, 1978, or as soon after as possible.

Principal Lecturer In Social Studies

To teach in an area of social studies and assist the Head of Department in a wide range of administrative duties. Applicants should have a degree in a social Science subject (preferably one with relevance to the caring profession) together with FE experience.

Principal Lecturer In Electrical/Electronic Engineering

To teach mainly at advanced technician level and to undertake a substantial amount of administrative duties. Applicants should possess a degree or acceptable professional qualification in Electrical Engineering, together with teaching and industrial experience.

Senior Lecturer In Business Studies.

To teach Economics to BEC Higher National Diploma level, DMS at professional courses. Applicants should possess a degree, or professional qualification in Economics together with substantial teaching experience.

Lecturer I In Economics

To join a team of economists teaching on a wide range of professional, business and advanced secretarial courses. Applicants should possess a degree or professional qualification in Economics.

Temporary Lecturer I In Economics

For the 1978-79 academic year, to join the Economics team. A degree or professional qualification is essential. Experience of retailing and other distribution studies would be an advantage.

Lecturer I—Secretarial Studies

To teach Shorthand, Typewriting and Office Practice/Secretarial duties to junior and senior secretarial courses, TOPS and link courses. Applicants should possess business experience, advanced secretarial qualifications and preferably a teaching qualification.

Lecturer I—Residential Care

To act as Course Tutor to PRC course and teach in this and related areas. Applicants must possess a recognised qualification in social work together with relevant experience.

Lecturer I—Professional Cookery

To teach professional cookery on City and Guilds Catering courses. Applicants should hold relevant professional qualifications, and have appropriate trade experience. A teaching qualification will be an added advantage.

2 Lecturers I—Catering

To teach two of the following areas: Reception Studies/Food and Beverage Service/Accommodation Services/Catering Administration on City and Guilds courses. Applicants should hold relevant professional qualifications and have appropriate trade experience. A teaching qualification will be an added advantage.

Lecturer I—Mine Surveying

To teach at all levels within the Department of Mining and Mineral Resources Engineering. The minimum requirement is a Statutory Mine Surveyors Certificate and good industrial experience. A teaching qualification will be an added advantage.

Temporary Lecturer I—Mine Surveying

For the 1978-79 academic year. Qualification and experience required as above.

Lecturer I—Physical Science

To teach on a range of courses in Pure and Applied Science. Opportunities exist for specialising in Chemistry or Physics. Applicants should possess an acceptable degree, and preferably a teaching qualification.

Temporary LI—Biology

For the 1978-79 academic year to teach Biology to a variety of courses including BEd. A good degree in Biology or a related subject is essential, and a qualification and/or experience in Food Science will be an added advantage.

Lecturer I—English

To teach English to a variety of courses, mainly GCE classes and servicing. Applicants should be graduates with preferably a teaching qualification.

2 Lecturers I—General Studies

To teach General Studies at all levels throughout the Institute. Applicants should possess a teaching qualification and have had suitable industrial/commercial experience. Specialist qualifications in Economics or History or Science/Technology would be an added advantage.

Salary scales:	**Principal Lecturer**	**£7,047-£7,818**
	Senior Lecturer	**£6,051-£7,065**
	Lecturer I	**£3,192-£5,34**

Please send stamped addressed envelope for application form and post particulars to: The Principal, DMIHE, Waterdale, Doncaster.

The closing date for applications is ten days from the publication of this advertisement.

GWENT COLLEGE OF HIGHER EDUCATION

LECTURER II IN TRADE UNION STUDIES

Salary: £4,101-£6,558 p.a.

Applicants for the above post should be graduates with practical experience of trade union organisation and activity. Teaching experience, notably of shop steward and trade union courses, would be an advantage. The successful applicant will be expected to teach on the one-year full-time College Diploma in Industrial Relations and *Trade Union Studies* and *also* on T.U.C. day-release courses. Ability to *offer* Labour History and/or Political Economy would be an advantage. The appointment is full-time and is to commence on 1st September or as soon as possible thereafter. The starting point on the salary scale will depend on previous experience.

LECTURER II IN SOCIOLOGY (TEMPORARY)

Salary: £4,101-£6,558 p.a.

This post is of 12 months' *duration* and falls vacant due to the secondment of a member of staff. Applicants should be graduates in Sociology, with special interest in Industrial Sociology/Organisational Behaviour, preferably hold a higher degree and offer relevant industrial experience. The successful applicant will be involved in a range of courses including DMS, IPM Diploma, HND and HNC Business Studies. The appointment is for 12 months only and is to commence on 1st September, 1978. The starting point on the salary scale will depend on previous industrial and teaching experience.

For further details and application forms apply to: Principal Administrative Officer, Gwent College of Higher Education, College Crescent Caerleon, Gwent NP6 1XJ.

Application forms to be returned within 14 days of the appearance of the advertisement.

Colleges and Institutes of Technology

ABERDEEN
ROBERT GORDON'S
INSTITUTE OF
TECHNOLOGY

SCHOOL OF BUSINESS MANAGEMENT STUDIES

LECTURER SOCIAL ADMINISTRATION

New post to strengthen a team teaching in Public and Social Administration.

Qualifications: Relevant U.K. Honours Degree to encompass social policy analysis and organization/administrative theory.

Experience: Minimum of four years following graduation, preferably directly concerned with the administration of social policy.

Duties: To contribute to the teaching and development of courses in Social Administration at all levels including degree and postgraduate. To participate in appropriate research and administrative activities.

Salary: £4,056-£7,698 per annum. Assistance with removal expenses.

Details and application form from Chief Administrative Officer, Robert Gordon's Institute of Technology, Schoolhill, ABERDEEN AB9 1FR.

Overseas

JAMES COOK UNIVERSITY OF NORTH QUEENSLAND, AUSTRALIA

LECTURER IN SOCIAL WORK

Applications are invited for the position of Lecturer in Social Work within the Department of Behavioural Sciences.

Applicants should have professional qualifications in Social Work preferably at a higher degree level, should be eligible for membership of the A.A.S.W. and be capable of teaching at least two, out of the following three subjects: group work, community work, social work administration. Preference will be given to applicants with previous course work, research or teaching experience in related fields such as Psychology, Sociology or Social Anthropology.

The appointee will be responsible to the Head of Department of Behavioural Sciences. The Department conducts teaching and research programmes in Psychology, Sociology, Anthropology and Social Work.

The salary range will be $A15,179-1x681, 6x680-$A19,940 per annum and the commencing salary will be in accordance with qualifications and experience. Conditions of appointment include F.S.S.U.-type superannuation, study leave, invalid pension scheme, housing assistance and allowance for travelling and removal expenses on appointment.

Additional information and application forms are obtainable from the Registrar, Post Office, James Cook University, Qld. 4811 Australia, with whom applications close on 18 August, 1978.

In reply please quote Reference No. 78083.

RUSDEN STATE COLLEGE
DEPARTMENT OF HOME ECONOMICS

Senior Lecturer in Design, Textiles and Clothing

Fixed term appointment

RUSDEN STATE COLLEGE provides tertiary courses for ... teacher preparation. The main course is the four-year B... Education Degree and the course in home economics ... encompasses the areas of

- ★ FOOD AND NUTRITION
- ★ DESIGN TEXTILES AND CLOTHING
- ★ HUMAN DEVELOPMENT
- ★ FAMILY ECONOMICS AND HOME MANAGE...

DUTIES: The successful applicant will be responsible to the ... of the Department for the co-ordination of the current prog... in the area of design, textiles and clothing and also for the ... ment of new programmes in these areas.

The appointee will be expected to teach in the areas of ... construction and textiles science.

QUALIFICATIONS: A higher degree, preferably a Ph.D, with ... studies in textiles, clothing and home economics education ... A background in the behavioural aspects of clothing and relat... is desirable. Tertiary home economics teaching experience ... required and secondary home economics teaching experience ... administrative experience is highly desirable.

SALARY: Senior Lecturer Salary Range:

SENIOR LECTURER Grade II (Aust) $20,356-$21,808 per ...
SENIOR LECTURER Grade I (Aust) $22,269-$23,738 per ...

Further information relating to this position may be obtained ... the Staffing Officer with whom written applications close on A... 31, 1978.

RUSDEN STATE COLLEGE
662 Blackburn Road
Clayton North 3168
Melbourne, Australia

IRAN

FACULTY POSITION AVAILABLE IN IRAN

ELECTRICAL ENGINEERING FACULTY

position at the Assistant/Associate Professor level with specialty in Electromagnetics, Communications Systems and Control or Electronics. Position requires undergraduate and graduate teaching and graduate research activity.

Qualifications include the Ph.D., teaching experience and pertinent post-doctoral or industrial experience. Generous salary based on individual basis.

Send résumés and names of two references to M. Irani-Kermani, School of Graduate Studies, NIIT, P.O. Box 41-5133, Tehran, Iran.

EVERY WEE

The THES is read by ... academic teaching staff ... versities, polytechnics, and ... leges of education thro... UK.

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LONDON, WC1X 8EZ

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Overseas

OVERSEAS TEACHING POSTS

LECTURER IN ENGLISH
(CONGO)

Institut National Superieur des Sciences de l'Education, Brazzaville. To teach English Language, phonetics and methodology to students training to become teachers of English in lycees and middle schools.
Candidates should have a first degree, preferably in English or Modern Languages, and a postgraduate qualification in TEFL and/or Applied Linguistics (preferably an M.A.). A minimum of 3 years' teaching experience and a good knowledge of French are also required.
Salary: £5,000-£6,129 p.a. plus 10 per cent *inducement*.
Benefits: Overseas and children's allowances; free furnished accommodation. 2 year KELT contract.
78 TT 14

SENIOR LECTURER IN ENGLISH
(CONGO)

Department of Modern Languages, Marien Ngouabi University, Brazzaville. To teach English Language and linguistics at undergraduate and postgraduate level and to supervise the running of the language laboratories.
Candidates should have a good honours degree in English, an M.A. in Applied Linguistics, English Studies or TEFL, 5 years' teaching experience and a good knowledge of French. It is desirable that they should also have a postgraduate teaching qualification and experience of working in a university in Britain.
Salary: £5,681-£7,707 per annum.
Benefits: Overseas and children's allowances; free furnished accommodation. 2 year KELT contract.
78 TU 89

LECTURER IN ENGLISH METHODOLOGY AND TEACHING PRACTICE
(YEMEN)

Faculty of Education, University of Sana'a. Duties will also include some teaching in the English Department.
Qualifications: Degree in English or Modern Languages from a British university plus a teaching qualification, preferably TEFL, and 5 years' experience (including some overseas experience) in teacher training centres.
Salary: £5,681-£7,707 p.a. plus 10 per cent inducement.
Benefits: Free furnished accommodation; personal and children's allowances. 2 year KELT contract, renewable.
78 WU 93

INSPECTOR OF ENGLISH
(OMAN)

Ministry of Education, Batinah Coast. To inspect schools, organise in-service training for English Language teachers and provide assistance with various aspects of ELT including materials production.
Candidates, men only, between 35-50, must have postgraduate qualification in TEFL or M.A. in Linguistics and TEFL experience preferably in inspecting and teacher training.
Salary: £5,000-£6,129 p.a. plus 10 per cent inducement.
Benefits: Personal and children's allowances: free furnished accommodation. 2 year KELT contract.
78 WE 7

ENGLISH LANGUAGE TEACHING CONSULTANT
(LEBANON)

The English Section, Centre for Educational Research and Development, Beirut.
Duties: curriculum development, materials production including radio and T.V. programmes, pre-service and in-service teacher training.
Qualifications: Candidates, preferably 35-55, should have a postgraduate qualification in Modern Languages/Linguistics with Dip. TEFL. At least 6 years' overseas experience in all aspects of TEFL required.
Salary: £5,681-£7,707 plus 10 per cent inducement.
Benefits: Overseas and children's allowances; free furnished accommodation. 2 year KELT contract.
78 WO 180

ADVISER IN SERVICE ENGLISH
(COLOMBIA)

Universidad Del Valle, Cali (for September 1978). To advise on materials production and assist with evaluation of Service English materials and methods; to train teachers to use these materials; to lecture on Service English to undergraduates.
Qualifications: M.A. in TEFL or Applied Linguistics and 6-10 years' experience in TEFL and teacher-training essential, also working knowledge of Spanish. Ph.D. and 2-3 years' teaching Service English courses at university level desirable.
Salary: £5,681-£7,707 plus 10 per cent inducement.
Benefits: Overseas and children's allowances; accommodation allowance. 2 year KELT contract.
78 PU 90

ENGLISH ADVISER
(BANGLADESH)

University Grants Commission, Dacca. To develop an effective ELT/ESP policy and strategy, especially at tertiary level, for Bangladesh in co-operation with the University Grants Commission.
Qualifications: Degree, M.A. in Applied Linguistics or TEFL and substantial experience in TEFL, ESP and materials production.
Salary: £5,681-£7,707 p.a. plus 10 per cent inducement.
Benefits: Overseas and children's allowances; free furnished accommodation 2 year KELT contract.
78 PU 157

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

UNIVERSITY OF PETROLEUM AND MINERALS
DHAHRAN, SAUDI ARABIA

'WIND TUNNEL' LABORATORY ENGINEER

A newly established wind tunnel laboratory at the University of Petroleum and Minerals, Dharan, Saudi Arabia, requires a qualified and experienced engineer. He will assist and work under the supervision of a faculty member in charge of the laboratory. His responsibility will start with assisting in the wind tunnel installation and initial calibration. He should be able to design, prepare drawings and supervise manufacturing of aerodynamic models and experiments. He will prepare experimental set-ups for students projects and research and carry on some of the tests.

A BS in engineering is required with a minimum of four years experience in a similar laboratory. The engineer must be familiar with aerodynamic testing and should have some experience with flowmeasuring devices as hot wire anemometer and pressure transducers.

Minimum regular contract for two years, renewable. Competitive salaries and allowances, free air-conditioned and furnished housing provided, free air transportation to and from Dhahran each two-year tour attractive educational assistance grants for school-age dependent children. All earned income without Saudi taxes. Ten and half months duty each year with 45 days vacation paid.

Apply with complete résumé on academic and professional background; list of references, with copies of transcripts/degree/testimonials, including personal data such as, home and office addresses, telephone numbers, family status (wife's maiden name, names of children, ages and sexes) to: Miss Elizabeth Whitechurch, University of Petroleum and Minerals, c/o Gabbitas-Thring Services Ltd., Broughton House, 6, 7 and 8 Sackville Street, Piccadilly, London W1X 2BR.

ALGERIA

INELEC

(Institut National d'Electricité et d'Electronique)

requires urgently teachers of

ELECTRICAL & ELECTRONIC ENGINEERING/TECHNOLOGY

for September, 1978

(Appointments will also be made from January and September, 1979)

Experienced faculty, who should have a University Degree or a Higher National Diploma, are needed to teach a variety of electrical/electronics engineering and technology courses at a newly established and expanding post-secondary institute in Algeria with programmes leading to the bachelor's degree. Responsibility for the realization of this programme is with an American consortium of educational and industrial organizations. The immediate requirement is for teachers of courses in one or more of the following:—

***Linear Systems**
***Electromagnetics**
***Wiring**
***Network Analysis**
***Power Systems**
and related areas.

***Active Devices and Circuits**
***Instrumentation and Test Equipment**
***Control Electronics**
***Microprocessors**
***Communication**

The language of instruction is English. A knowledge of French is helpful, but not essential. Salary and benefits are very attractive.

If you are interested in one of these appointments, please apply with full curriculum vitae to: Miss Elizabeth Whitechurch, Gabbitas-Thring Services Limited, Broughton House, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel.: 01-734 0161.

Further information will be sent to all short-listed candidates. Interviews will be held in London during the last week of July.

Classified Advertisements

To advertise in The THES
phone
Lorraine Williams 01-837 1234
Extn 575

THE TIMES
Higher Education
SUPPLEMENT

New Printing House Square, P.O. Box 7
Gray's Inn Road, London WC1X 8EZ

هكذا من الأصل

Don's diary

Sunday

Surreptitiously slide the booklet into my bag just as the lights go on and the bell sounds. Wonder why I feel guilty at taking a flight guide clearly marked complimentary copy and whether my son will really want to buy the luxury items shown in it. Crane my neck to see a meaningless line of dense blackness against reflecting silver just as the voice changes to English and says in rich aphrodisiac tones that the plane is now over Israel. Feel satisfied when it is replaced by familiar music and voices throughout the cabin rise in a sentimental chorus about their homeland.

Outside the airport we huddle in a small knot in the warm early evening as our hosts arrive from all directions along with the son of one of my colleagues, now bearded and solemn yet quietly seeking a little money from dad like many another young man before him. One of the nameless group—so carefully introduced a moment before—detaches himself saying he is illegally parked and asks if anyone would like to go with him rather than wait for the limousine. I am in his Mini and leaving the airport behind at once.

He turns out to be Norman Zysblat, and a desk officer with the Jewish Agency, who are sponsoring the tour. I mentally translate that as a middle rank administrator with the British Council and compliment him on his English. I am disconcerted to be told he was born and brought up in Hendon and only came to live in Israel seven years ago. Apart from embarrassing me this raises the chauvinism and insularity in me. A native of Edinburgh, I spent forty years regarding the fairest prospect in Scotland—the road to England—before coming to work on the fringes of London, and this obvious whiz kid throws up the same goal to come to the Promised Land.

Monday

At 6 am I stare with uncomprehending horror at the bleaching sun outside, the so-called lightweight clothes and the itinerary handed me the night before. This programme shows the 21 visits and five hotel changes in our tour. Downstairs to eat an excellent breakfast from an enormous Smorgasbrod table washed down with plentiful fresh fruit juice and coffee.

At lunch, six hours and three visits later I find myself talking to Debbie, a young American from Albany, New York, who bears a striking resemblance to my secretary and who has spent three years on the staff of the Institute for Youth Leaders from Abroad at Kiryat Moriah. All around are keen students looking like youth leaders anywhere, and the fine functional modern buildings command a magnificent view of Jerusalem and of the site of the first clash in the Six Day War.

Debbie wants to know what we are doing in Jerusalem having obviously been confused by our introductory statement. I tell the tale again; the three of us represent different parts of further and higher education and we are in Israel as the guests of the youth and settlement branch of the Jewish Agency to report to the Central Bureau for Educational Visits and Exchanges in the United Kingdom about the feasibility of students from Britain undertaking part of their studies in Israel. There are already large schemes involving American students. I see a glazed look come over her eyes so I change the subject.

Tuesday

An early start to reach Haifa by 9 am; we are met by Gershon Har'El, principal of the National School for Engineering Technology associated with the Technion. After a half-hour all our efforts to identify a United Kingdom equivalent have failed and we have settled for German comparisons. The quality and intensity of the work showed through clearly as we spoke, and the significance of a course in electronics piling in 2,764 programmed hours in 24 consecutive months of study made me realize how gently our students are treated.

Wednesday

A sizzling morning with the sirocco blowing in from the desert and there is tension in our group. The cosmopolitan beach of Tel Aviv is calling and I have put a side trip on the agenda to visit the Afro-Asian Institute. It is in a distant suburb and our driver gets lost; the head of the institute, Akiva Ager, is obviously busy and can ill afford the time for idle curiosity, and five minutes demonstrates conclusively that there is nothing for our scheme of exchanges.

It seems the institute was founded by the labour movement 20 years before in a spirit of idealism to help underdevleoped countries through training in self-help. It runs six-month courses for students nominated and paid for by agencies in their home countries. They teach all aspects of development, examine the possibilities for internal cooperation and the role of the labour movement. I listen in awe to the precise intellectual thought which would have appealed to Robert Owen and mentally compose the citation for an honorary degree for this fine old man and hope he has worthy successors. My companions are not amused.

After spending the rest of the morning talking to earnest young American staff at the University of Tel Aviv, I am pushed rather than led into the new Museum of the Diaspora on the same campus. I must confess to a profound dislike of museums and art galleries generally; a small display of exquisite and famous exhibits I enjoy, but not a rambling show of memorabilia.

Soldiers guard the cosmopolitan beach of Tel Aviv.

This time I admit I am wrong, for there is little that is old and the whole history of the Jewish people is told in a coherent sequence illustrated with every device known to multi-media enthusiasts.

Thursday

Morning finds us still in Tel Aviv recovering from a night on the town. I feel more at home here in a cosmopolitan secular environment which could be in Greece, Italy or Spain than in the rarified, highly charged atmosphere of Jerusalem; my companions disagree; they need history around them, whereas I grew up in Edinburgh which has itself so much.

Our eleventh visit brings us to ORT, which means roughly "Organization for Rehabilitation through Training", but everyone uses the initials. I am at a loss to describe ORT except as a large international body approaching its centenary, with headquarters in Switzerland which undertakes all kinds of projects concerned with further education. My ignorance becomes laughable when it appears that ORT is active in London, has just completed a feasibility study in Lambeth and proposes to establish a training resource centre.

We move to the ORT Singalovsky Centre, which is one and perhaps the best of the 88 centres in Israel under the guidance of Gideon Meyer, the particularly bright young director of training for ORT. The Singalovsky Centre combines a good conventional technical high school with an equally large practical school and attracts 2,000 capable students aged about 17 years to obtain a "practical engineering diploma" after two years, which seems roughly to correspond with an ordinary national diploma.

I am impressed by how hard everyone works. The students have about 40 hours contact each week for 32 weeks, with a considerable amount of outside work. The staff teach a basic 24-hour contact week and most of the men undertake 1½ posts for a pro-rata increase in salary with a higher rate of marginal taxation than in the United Kingdom. Class sizes run around 25 in classrooms and 15 in w shops. Putting all this toge arrive at a student-staff ra around 16:1, and it seems to Perhaps NATFHE should est a branch in Israel.

Afternoon finds me back Jerusalem walking round the campuses of the Hebrew versity. As I look on the monolithic buildings, each b the name of its donor, I c help wondering whether this i best use of money. Generati Jewish organizations and indi in America have brought Ber and SUNY to Jerusalem and liths is what they want, but I w der if small nations can affo keep them up? I contrast with the relative poverty of idealistic Afro-Asian Institute, come incoherent and am firmly up by my colleagues. I supp they are right.

Friday

Halfway in our tour, and als everything will close in the e afternoon before the Sabba which is due to start 7.15 pm so we make only one visit.

A leisurely breakfast finds u the Bezalel Academy of Arts Design around 9 am, when th building has been humming two hours and the director, Hoffner, talks enthusiastical about the place over icy grapefru juice. It is the only college of in Israel, there are far more p p ive students than he can t and resources are very scarce. occupies six old buildings acr the city and needs more. But th have links around the world an have had successful exchanges Hornsey.

Back to the hotel and my c league's son is waiting to sp the sabbath with his father. He handsome and gifted, with a cho of university places. Yet he ha already delayed his start once t continue with a strict person regime and gruelling Talmudi studies in Israel and is still un whether to return to Britain a physics.

His dilemma epitomizes so muc that I cannot understand: the e tional pull of 10,000 ye of Jewish history and the u sense of purpose of a self-co young country seeking secu identity.

As we were talking, elsewh the city a terrorist bomb in a b killed six young people, under ing the cost of failure. Thank G I do not come from the Jewish dition and feel the need to es the choice facing that young ma

Roger Cam

The author is principal of Haver Technical College

Discussion held in the wrong context

James Porter

"All the preceding models have taken as their base an assumption that there will be a sharp decline in the numbers of students coming forward for higher education at the end of the next decade. The final possibility to be examined, however, might arise if social and economic requirements brought about significant changes in the pattern and composition of the higher education student body." Thus begins the discussion of what in the impenetrable jargon of education, has become known as "model E".

With varying degrees of enthusiasm and commitment, various educational institutions and pressure groups have come into line behind the "model E" banner provided by the Department of Education and Science in its document, *Higher Education into the 1990s*. They include universities, polytechnics, colleges of higher education, councils for adult education, associations for recurrent education and, less predictably, the Inner London Education Authority. Although, in this column and elsewhere, the document has been criticized, it has certainly focused the minds of the educational establishment. It has also managed, by extremely generous interpretation of present demographic trends, to provide fairly optimistic prognoses for those who wish to extend the possibilities of the present system of higher education.

The great danger of uncritical support for "model E" is that it ignores the highly tentative nature of the discussion in the document. More serious, however, is the failure to realize that its authors do not recommend the adoption of any particular model, and stress that the best way forward might "well lie in some combination of policies". All the models, either directly or by implication, relate to the Robbins principle. The discussion document is written in terms that more or less ensure that all the replies will be in the context of a policy which was enunciated in the early 1960s and was of questionable value, even in those far-off days.

The statistics to which we are constantly referred relate to a fundamentally elitist and selective policy which is quite out of consonance with the dominant educational and social outlook of the 1970s. It is even more out of harmony with the likely direction of policy in the 1980s and 1990s, to which our attention is directed. Thus, we are still expected to accept that we must commit the bulk of our resources for post-school education to a small fraction of the 2,500,000 people aged between 18 and 21 who live in this country. Well over two million of that age group will receive no form of further support or benefit from the educational system. Even so, the authors of the document say it is "unlikely that any of the developments envisaged could happen without a major lead from Government". The lead in the discussion document, however, is unduly confined by the system and its failure to reject the outworn principles of the Robbins Report.

While colleges are still closing, staff are under-employed and the age-group in question is beginning to decline in numbers, the climate is ripe for a more fundamental review of post-school education. More significantly, trends both in schooling and in post-school education combine to make a new approach more likely to succeed than hitherto. The relatively unchanging nature of universities and the backgrounds of the great majority of university students should not obscure the fact that in the public sector, higher education now covers an extremely wide spectrum. Less than half of the students taking undergraduate courses in advanced further education have come straight from school. Now could be the time to offer real opportunity to *all* young people when they have finished compulsory schooling. It can be argued that we should begin to think of education in three stages. The first stage would be compulsory education at school finishing at 16. The paper on the curriculum for pupils aged 11 to 16 written by HM Inspectorate in December last year provides a good base for further consideration of school education. Equally, opportunities are growing and should continue to grow for those over the age of 20, which can be regarded as the third stage.

The heart of the problem lies with the second stage, the group aged between 16 and 20. Its members have widely differing levels of motivation and maturity and experience enormous differences in oportunity and encouragement. A large number feel like a change after eleven years of schooling. Many are kept on by the conveyor belt of A levels leading to higher education; many more leave without a backward glance and with the firm intention never to study again. Public education fails to meet the needs of the majority of young people living in the "bridge period" between childhood and adulthood, when they are coping with many of the most significant problems they will ever face. This failure not only ensures a low participation rate in higher education, but also effectively prevents it from becoming genuinely "public".

It should be possible to reorder resources between the three stages. For a long time higher education has been offering general education to an increasing proportion of that minority which is fortunate enough to gain entry. The task is to make "second-stage" education as broadly available as school education. Our chief concern should be with the five million young people between the ages of 16 and 20, rather than the select minority of full-time students in higher education.

It would be interesting to know what the resource implications would be if one offered the equivalent of two years' full-time education to the 16 to 20 age group, with a selective option of entry into higher education at 20-plus. If the option was a genuine one many young people aged 16 to 18 would prefer part-time to full-time education, and the same could be true of those between 18 and 20. Man would prefer to have a comp break as long as they were guara teed two further years of form education later. Many instituti would be well fitted to act as com munity colleges, providing cours that students would have a right attend. Post-school education woul be a universal service.

The change would lead to a fu damental questioning of educationa institutions and practices, with th emphasis firmly on the client. If was widely accepted that all ag between 16 and 20 were guarante two years of full-time educatio employers, educators and oth interested groups would be able concentrate upon the kind of pro vision that would be necessary. Higher education would then be available to a limited number of stu dents requiring highly sophisticate and specialist resources.

The voluntary involvement of all young adults in a variety of forms of post-school education would hel to meet the needs both of unive sities and colleges and of individua called upon to make increasingl difficult personal and pub decisions.

It could be argued that that woul be no more than simple soc justice, and could do more to tra form society than the curre restructuring of a secondary educ tion. In his book, *The Genius American Education*, Lawren Cremin said that the best we c hope for from popular educa was that people would learn to li life more intelligently. The ques to be asked about the present de in education is whether any of models in *Higher Education i the 1990s* is likely to bring ab that result, or whether the estab ment of a universal system education by stages would be a m potent development for the fu

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CNAA must keep its balance

Without a doubt the Council for National Academic Awards has proved to be one of the most creative institutions in higher education in the past 10 years. With great skill it has managed to combine a fresh and open approach to innovation in course structure with a necessary and proper respect for academic standards. The council's success in keeping the balance between innovation and tradition has been remarkable.

Yet the CNAA can never allow its efforts to maintain this balance to slacken: it can never allow its concentration to wander; if it places too much emphasis on innovation, it undermines the academic credibility that is the necessary foundation of its success; if it places too much emphasis on tradition, it runs the risk of turning into an arid and arthritic body, a deflator rather than a creator of progressive change in higher education. The path of salvation for the CNAA is exceedingly narrow.

Of course, the difficulty of maintaining this balance into and beyond the 1980s cannot be underestimated. At the start the council had the National Council for Technological Awards to serve as a model and a coherent focus for its work in the polytechnics and other senior colleges offering degree courses. Today the "reorganization" of teacher education and the creation of the institutes and colleges of higher education has greatly added to the council's problems by increasing both the potential number and the variety of the colleges with which it may have to deal. Add in art and design education and the Diploma of Higher Education and it is hardly surprising that the CNAA feels an urgent need to introduce more formal regulations.

But this step, understandable as it is, is in the wrong rather than the right direction. Liberalization, not bureaucratization, is the only proper response by the CNAA to the admittedly complex issues raised by the growing diversity of non-university higher education. At the most practical level the CNAA must consider that although most universites have been over-fastidious in their relations with the emerging "third force" of colleges and institutes the more entrepreneurial few are quite happy to step in if the CNAA hesitates.

An impression has already grown up that the CNAA is not entirely in sympathy with the aspirations of the colleges and institutes. Just as in the early 1970s it was said in the polytechnics that the CNAA was a university-dominated body, now in the late 1970s it is said that the council has a strong polytechnic orientation that does not help it to understand the rather different outlook of the colleges and institutes. Whether true or false, this impression is unlikely to be dispelled by the CNAA's proposed new regulations.

The other side of the same coin is that these same regulations, if approved, are hardly designed to encourage the polytechnics to maintain their present commitment to the CNAA system. Who could blame them if they wished to cut adrift from a body that displayed an over-exuberant taste for red tape?

The CNAA at its meeting next Tuesday should reconsider its proposed new regulations in this light. It should reconsider them not just for the sake of the polytechnics or the colleges and institutes, which could probably "go it alone" or turn to universities respectively but because of the value of the CNAA itself to higher education—that peculiar blend of tradition and innovation that has been so successful in the past and could continue to be equally successful in the future.

Return to financial stability

Though the announcement last week of the universities provisional grant until 1981 may not mean that the Dark Ages are over, it at least lays the foundation for the Renaissance. The release of the grant figures is the signal for the restoration of confidence in universities.

Since the collapse of the quinquennial system they have lived from hand to mouth, planning from year to year without any certainty that they would not find themselves in the red.

The new triennium does not give them what they wanted. They will still be subject to the much-disliked cash limits and will still be told by the Government each year how much they will be allowed for inflation and will have to worry about whether it will be enough.

In addition, there is the problem of pay awards. University authorities have been concerned for much of the past year about the amount of money which would be allowed by the Government for the correction of the university lecturers' pay anomaly, though it is now certain that the Government will make an extra grant for this.

Yet, last week's announcement should give the system some of the stability it needs by making forward planning easier. During the years of uncertainty universities have piled up their reserves which now stand at the high figure of £60m.

Hard-pressed lecturers have naturally resented this. The triennium should mean that some of this money can now be spent to improve the quality of higher education. The new planning system also means that the University Grants Committee is tightening its grip over the number of students admitted.

Lord Boyle, chairman of the Committee of Vice-Chancellors and Principals, has already expressed his concern that universities are overshooting their targets for this year. He has said that if they continue they will find themselves in difficulties because the Government is not prepared to make available a penny more than it believes is needed for the 310,000 students it wants in universities in 1981.

The UGC's new method of calculating allocations is fairer for all and should help to eliminate the problems which might have arisen if institutions had begun to compete with each other for fee income.

Dialectic of the red card

, ref, I don't think you've sted the full participatory sion-making processes in coming that conclusion. You see demo socialism demands at least a ework in which—Oh, I see, you got an O level in woodwork, I sorry.

, I wasn't swearing at you. word was *Okhrana*—just prac for my Russian lecture ght after the match. Oh, you are to give me a little extra time dy, are you. How kind. I didn't anything under my breath. A -letter word? Me? Nine or 13 ps, but surely not four. I have more letters after my name you've sent people for early . I had to work hard to get re I am. I had to get four A ls and a host of Open University credits before United would even look at me.

Of course I didn't mean to hurt him when I landed that kick. I aimed very deliberately for the back of the head. I was only releasing the pent-up tension created by my intellectually starved, deprived background. You must know I only did it for the good of society.

I do think you are trying to impose your values on me, ref. It only comes down to basic class conflict. Of course I recognize that referees are a disadvantaged class not in the same league as we aristocrats of the turf. I really think you ought to read Dahrendorf's *Class and Class Conflict*.

You're sending me off? Accusing me of time-wasting? But it's education, ref.

LETTERS TO THE EDITOR

Real salary anomalies

Sir,—Occasionally your leader writers produce work which would not obtain a passing grade as a student essay. Sometimes they write glib, superficial, dangerous nonsense in which key factors affecting an issue are totally ignored.

A leader which deserves to be described in these terms appeared (*THES* July 14) under the title "The real salary anomaly."

The key factor omitted by the writer on this occasion is the fact that conditions of service differ between universities and the rest of the higher education sector and that this difference is to the detriment of university teaching staff

The polytechnic lecturer's working week is usually defined in his contract—this is rarely the case in universities. The polytechnic lecturer is entitled to 12 or 13 weeks annual holiday—the university lecturer gets six. Without this last difference it is highly probable that some master's level courses could not be offered or would have to be extended to two years—at a consequent cost to the economy.

The leader writer also skates over another factor: true the number of researchers in polytechnics has grown, but most externally founded research projects are in universities. These projects put two demands upon the lecturer—the need for research leadership in terms of ideas and methods, and the need for project administration, and management, involving motivation of research staffs.

These demands frequently cut into even the contractual six weeks holiday. This "research director" role brings no additional rewards, other than job satisfaction, and, at times, considerable stress.

No one, I suspect, and least of all myself as a former polytechnic teacher, would argue against equal pay for equal work. However, to ignore real and serious barriers to this end is to do little service to the cause.

Yours faithfully,
T. D. WILSON,
27 Hill Top Road,
Dronfield,
Sheffield, S18 6UJ.

Sir,—Recent correspondence and your article "Is the other man's grass that much greener" (*THES* July 14) insult a lost generation of would-be academics made to suck eggs in the wilderness. Professional jealousies are reflected in your article over the ever decreasing academic pie. Tantrums over whether the other man has a cherry or not are symptoms of a wider malaise.

Spare some thought please for thousands of us who may never enter academic life but grub around at the fringes. Not that it is a bad thing to have highly qualified Woolworths' shop assistants. But the highly qualified frighten potential employers and represent a waste in terms of educational investment.

Let me give you an example of the trampled parched grass grazed by the rest of us. I am 31 and gained a second class honours degree in politics in 1969, a diploma in education and finished a history PhD in 1976. In three years I applied unsuccessfully for approximately 250 jobs.

For over two years now I have been an ILEA sessional teacher on a fixed 22 hours teaching contract. That means an average 35 hours on the premises, five to 10 of which are unpaid preparation time. One unusable telephone serves 20 staff, we have no secretarial facilities and one square foot of accommodation for each teacher. Being sessionally employed we have no paid holidays, get poor sick leave benefits, have no pension rights and an hourly rate that has fallen way behind all other salaries. I cannot afford to get married or get a mortgage and have to live with my parents at home.

I am one of the lucky ones. Ask the rest how they feel.

Yours sincerely,
BOB WILDMAN,
(University of hard knocks)
98 Somerset Road,
Southall,
Middlesex UB1 2TU.

Sir,—In last week's editorial you seem to imply that university lecturers enjoy a differential in salary over lecturers in polytechnics. However, in the preceding article "Is the Other Man's Grass That Much Greener?" you quote a 28 year old polytechnic lecturer's salary (Lecturer II) as £6,051 per annum. As a university lecturer (1st class honours, post doctoral research experience, and 15 scientific papers) I earn £4,601 per annum at 28.

On current salary scales (forgetting the recent sop) I will be 35 before I see as much grass as my polytechnic counterpart now grazes in at 28!

Yours,
M. WAINWRIGHT,
15 Burncliffe Close,
Sheffield 10.

Halsey and Vaizey

Sir,—Lord Vaizey accuses me of being a professor in the University of Oxford and a fellow of Nuffield College (*THES*, July 7). These are grave charges and quite irrefutable. But I in no way intended, in my article on *Encounter*, to accuse him of nostalgic elitism.

One of my most enjoyed memories of the late 1950s is of composing with him, by post between Birmingham and Barnett House, a plan for higher education which was rejected then but accepted four years later when written (independently) by the Robbins committee. My point was rather that *Encounter's* preoccupation was with the golden triangle of Oxford, London, and Cambridge, and the autobiographical reference was to the 1950s, not the 1970s.

Shifting to the right in more recent years is another and more complex matter. I am sure that many of your readers would be as fascinated as I to read a detailed exposition from John Vaizey as to why the arguments he used to support social democracy in the 1950s were "incorrect in theory and have proved fallacious in practice". I fear we would differ and that my view would be that, as with Christianity, we do not know if social democracy will work because it has never been tried.

I suspect, too, that part of our further disagreement would be that social democracy cannot coexist with the House of Lords (a silly parade of titles from the hierarchy of medieval society which is incompatible with the dignity of citizenship), but has much need of Oxford (a centre of science and scholarship at which, *inter alia*, the radical tradition is tenaciously conserved).

Yours sincerely,
A. H. HALSEY,
Department of social and administrative studies,
University of Oxford.

Adult education needs

Sir,—It is good to see (*THES* July 7) the Secretary of State for Education insisting, in her reply to the Advisory Council for Adult and Continuing Education, that adult education "should remain an integral part of the education provision made by local education authorities" rather than being hived off to leisure and other departments.

Mrs Williams and the local education authorities must know as well as the ECA what is happening to adult education throughout the country—it is being decimated by budget cuts and ridiculously high fee increases, some evidence of which has been monitored by the ECA and documented in a recent article by me in this journal (*THES*, May 26).

What adult education needs is more than a cautionary word from Mrs Williams—an Adult Education Act is called for to set nationally agreed standards of provision, national and *notional* fee levels, adequate provision in terms of accommodation and amenities, a guarantee of consumer participation in a meaningful sense in the running of adult education, set standards of staffing and the allocation of at least 2 per cent of the education budget to the adult education service.

Yours faithfully,
JOHN T. WILSON,
Public Relations Officer,
Educational Centres Association.

Poly exchanges

Sir,—Mr John Daniel's desire for mobility (*THES*, July 7) is understandable but he exaggerates the tonic effect that a move can have on the individual and the system. The malaise of lack of opportunity for able and ambitious men is much too deeply seated to be solved by the remedy which he proposes which seems designed to produce a restless, shiftless band of discontented itinerants to staff higher educational institutions. When all is said and done, no system of promotion and career development can overcome the stark fact that the individual's material prospects depend on him being the right person in the right place at the right time and, above all, in contact with the right people.

His criticism of the interviewing system is well founded. Is it fair to students or institutions to assess a successful candidate on the basis not merely of a formal interview but of a totally insincere informal meeting which must impose a severe strain on anyone?

I cannot help feeling that the agonising inability of so many institutions to fill posts and the consequent re-advertisements (at the taxpayer's expense) are simply a consequence of the "log-jam" to which Mr Daniel refers. Has not interviewing simply become a pastime for many of those who have, *pace* Mr Daniel, "run low on initiative and new ideas? . . ."

Those, like myself, who have had a limited acquaintance with the Royal Navy, will question the practicability of Mr Daniel's exchange idea. The family problems, the effect on students and college resistance are serious enough obstacles. If the system of exchange is to be voluntary, has Mr Daniel considered the effect on an "exchange teacher" of a hostile institution determined to cold-shoulder anyone not appointed by its own procedure? There would always be some members of staff who had done well out of the existing system of appointments or who hope to do well out of it, who would lend themselves to a policy of frigidity and non-cooperation towards mere "exchangers".

My allusion to the Royal Navy is the key to what I feel is a better solution than that advocated by Mr Daniel. Mobility in appointments lost its attractions rapidly for men who were passed over for further promotion. And there was an eagerness to retire as soon as possible.

The current difficulties amongst higher education teaching staff, arise from the enormous expansion of the past decade followed by atrophy. Why shouldn't there be a scheme for early retirement for teachers who have attained senior lecturer grade and seem unlikely to gain further promotion? Entitlement to a pension would commence, say, after five years in the grade.

Such a scheme would be in the interests of teachers, like Mr Daniel, who are frustrated, and, if sustained by a pension, could make a useful contribution to society in another field. It would "ease out" the log-jam for others and would be in the interests of students who would not have to suffer from jaded teachers. I cannot understand why unions have not campaigned for some such scheme which could apply to those on Grade II level as well and would be voluntary.

There is another solution to Mr Daniel's problem. It is painful and involves the realization that our primary vocation is teaching and not the educational "rat race". Personal frustration ought not to inhibit research. I realize that this involves a degree of will-power which is difficult for many to sustain. It also involves the attainment of sufficient maturity to realize that our way through life is beset with difficulties of personal relationship and these pose challenges for all of us which must be faced and from which flight is not always the best option.

Yours,
ROBERT C. SINCLAIR,
Smartcastle East,
Ferrybank,
Waterford,
Republic of Ireland.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible, and the editor reserves the right to cut or amend them if necessary.

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